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# University of Texas Bulletin

No. 1845: August 10, 1918

## Group-Study Programs

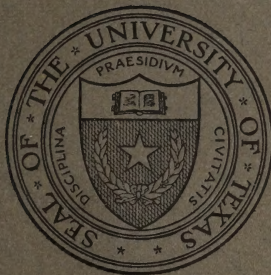
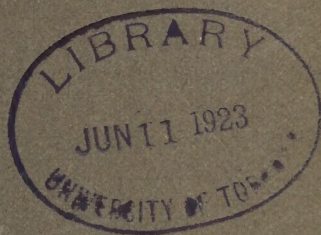
ON THE

## Social Welfare of the Community

BY

**Amanda Stoltzfus**  
Lecturer on Rural Education

Department of Extension  
School and Community Division



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# University of Texas Bulletin

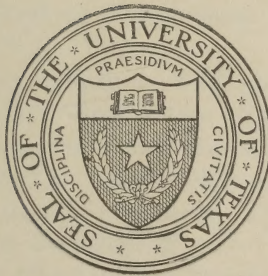
No. 1845: August 10, 1918

## Group-Study Programs ON THE Social Welfare of the Community

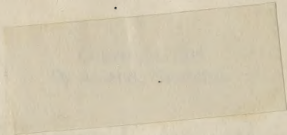
BY

**Amanda Stoltzfus**  
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**Department of Extension  
School and Community Division**




**PUBLISHED BY THE UNIVERSITY SIX TIMES A MONTH, AND ENTERED AS  
SECOND-CLASS MATTER AT THE POSTOFFICE AT AUSTIN, TEXAS,  
UNDER THE ACT OF AUGUST 24, 1912**

  
The benefits of education and of  
useful knowledge, generally diffused  
through a community, are essential  
to the preservation of a free govern-  
ment.

Sam Houston

Cultivated mind is the guardian  
genius of democracy. . . . It is the  
only dictator that freemen acknowl-  
edge and the only security that free-  
men desire.

Mirabeau B. Lamar





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## FOREWORD

The programs on "The Social Welfare of the Community," together with the special libraries prepared for them, will continue to serve the group-study clubs, as announced by the Division of Extension Teaching in its bulletin of general information.

The present bulletin form of the programs represents a desire on the part of the Department of Extension to be of greater service to social-welfare workers in their efforts to secure suitable material for community center programs.

It is the purpose of this bulletin to give social center program committees a handy source of subjects for talks, papers, and general schoolhouse discussions, and, also, to provide a list and source of related and inexpensive literature, most of which can be furnished in packages by the University Loan Library for postage only. The special libraries of books, as prepared for the group-study course, can be obtained from the publishers. These volumes would prove very valuable in the school library or they could be purchased for the county library equipment and loaned to the schools in that county. (Write the State Librarian, Austin, Texas, for information on how to establish a county library.)



## SOME SUGGESTIONS FOR USING THIS BULLETIN

Variety is a popular feature of the usual program at the community center where all the people of the neighborhood assemble, where the exercises should be of a general nature, and always sufficiently worth while to advertise the next program. For these reasons it would be best, in preparing the numbers of a program, especially at the beginning of such work, to use different selections from any or several of the following lists that may suit the local needs and conditions. As has been mentioned, the "Social Welfare Programs" were originally planned for a class of students who expected to concentrate their efforts upon a specific subject for a definite length of time.

Care must be taken to avoid a "too heavy program." In the small community the serious side of life is often over-emphasized. People sometimes forget to play. We therefore believe that the attractive community-center program must have a recreational setting. There should be plenty of songs all can sing, suitable instrumental music, by local talent if possible, exhibits from school and farm, drills, amateur theatricals, suppers, picnics, suitable plays, and games for young and old—something to make folks laugh happily, as well as think constructively. It will be found that some provision has been made for this feature in the following pages. Each program committee must be governed by local conditions in selecting all material.

The "Questions" selected should correspond to the topics chosen, and should be used whenever possible, as suggested in the "Introduction"; or they may serve as a source of further subjects for general talks, discussions, or demonstrations.

The Extension Department will be glad to be of further help to social workers in their efforts to plan and organize valuable community activities. Let us hear from you.

SCHOOL AND COMMUNITY DIVISION,  
DEPARTMENT OF EXTENSION,  
UNIVERSITY OF TEXAS.



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## INTRODUCTORY REMARKS

The aim of the "Preliminary Questions" is to provide a background for the appreciation of program material by suggesting related topics for conversation in the home circle, and for discussion at the club round-table.

The leader of the club should have these questions copied,\* and distributed among club members a week or two before presenting the program. The programs are not intended to be of a stereotyped nature. Whenever the best interests of the club demand it, the necessary modifications should be made in each case. If thought best, the "Questions" could be sent to the weekly paper for publication.

The numbers of the program, if based upon the given references, will furnish information from reliable authorities upon the various problems under consideration.

It is hoped that the thoughts and discussions elicited by these questions and programs, and the incidental recognition and study of local needs and conditions will lead to valuable co-operative community activities, such as: installing a sanitary and convenient water supply in a rural home or school; planning and conducting a child health conference and a community clean-up day; organizing a parent-teachers' meeting; a club for closer study of county government, or a series of community recreations.

Other valuable things to do will suggest themselves to the club members interested in building a happy, healthful community life.

If the bulletin given for reference in the bibliography is

---

\*An exercise in English for the school children under the direction of the teacher. The cooperation of the local printer can here be obtained.

not found in the package, the leader will substitute material found in pamphlets on kindred topics. It is sometimes difficult to duplicate bulletins.

The programs should be enlivened by games, music, short humorous stories, recitations, drills and playlets by the children, a picnic luncheon, and other features which will suggest themselves to a committee known as the "social ice-breakers." These exercises must be happy and restful.

The proposed social stunts are merely suggestive.



## QUESTIONS FOR PROGRAM I

### THE HOME AND SCHOOL WATER SUPPLY

1. What are the sources of the water supply for the homes in this community?

2. Is the water supply in the homes of this community, as a rule, conveniently located for the use of the housewife?

3. Make an estimate of the annual number of miles walked by women in this community while carrying water from an inconvenient source to their kitchens. Also, estimate the number of pounds of water they carry (in tons) during the year. Weigh an ordinary bucketful of water as a unit of measurement. Name some forms of valuable, life-saving recreations in which this wasted energy might have been used.

4. From what source does this community receive its best water? What is safe water?

5. Name some common sources of impurities in water supply. Are these impurities in the water always visible to the naked eye? How may they be detected?

6. Discuss the danger of the common drinking cup at home and at school.

7. Describe the water supply and the manner of distributing water among the pupils at this school. Is it sanitary? If not, why not? Estimate the expense of making it sanitary. Compare these expenses with a doctor's bill for waiting on a typhoid patient.

8. Describe a sanitary drinking fountain you have seen. Map out a plan for installing one in your school. Discuss this plan at the club round-table. Send to the University of Texas Loan Library for package on this subject. Consult your county superintendent.

9. Does your school have sanitary facilities for washing the children's hands and faces? Should not school children

form the habit of keeping their faces and hands clean? Show how dirty hands at school scatter disease. Would a properly supervised sanitary shower bath be a good thing for a country school? The Farragut School at Concord, Knox County, Tennessee, has shower baths in the basement of the school building. These baths, furnished with hot and cold water, are used by pupils and patrons at any time during the year.

10. Plan a simple shower bath for a home with or without running water.



# GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

### PROGRAM I

.....  
 Date ..... Leader .....

TOPIC: THE HOME AND SCHOOL WATER SUPPLY.

I. SHORT INTRODUCTORY TALK: *The Human Body, a Living Machine.*

- References: (1) Bulletin, Cleanliness and Health, p. 3.  
 (2) First Book of Health, p. 4.  
 (3) The Human Body and Its Enemies, pp. 1-4.  
 (4) Bulletin, Rural Home Sanitation, p. 3, paragraph 3.  
 (5) For more extended information, read Rural Hygiene, Chapters 12 and 13; also, How to Live, pp. 7-118.

II. PAPER: *Safe Water an Essential in Keeping This Living Machine in Good Condition.*

Sub-topics and references:

1. How used? Important qualities.
  - (1) Bulletin, Good Water for Farm Homes, p. 3.
  - (2) Bulletin, Principles of Menu Making, p. 4.
  - (3) Bulletin, Health Education in the Rural Schools, p. 124.
2. What is meant by "Safe Water"?
  - (1) Bulletin, Texas State Report Sanitary Engineering, p. 9.
  - (2) Bulletin, Farm Home Conveniences, pp. 23-24.
  - (3) Bulletin, Water System for Farm Homes.
  - (4) The Human Body and Its Enemies, pp. 96-97.
3. Kinds of Water Used in Texas—sources of.
  - (1) The Human Body and Its Enemies, pp. 97-107.

- (2) Bulletin, Good Water for Farm Homes.
  - (3) Bulletin, Rural Home Sanitation, p. 12.
  - (4) Rural Hygiene, Chapter V.
  4. Discuss the possibility of contamination in each kind of water.
    - (1) References same as previous topic.

Health Education in Rural Schools, p. 124.
    - (2) Rural Hygiene, pp. 136-152.
  5. Drinking Water at the Schoolhouse.

Source of; care of; distribution of.

    - (1) Health Education in Rural Schools, pp. 23-30.
    - (2) Bulletin, Rural School Sanitation, p. 25.
    - (3) Bulletin, School Grounds, etc., pp. 37-39.
    - (4) Bulletin, School Grounds, etc., p. 39.
    - (5) Bulletin, Rural School Sanitation, p. 29.
    - (6) Health Education in Rural Schools, p. 131.
    - (7) Bulletin, School Grounds, etc., pp. 37-38.
- III. PAPER: *Convenient and Safe Water Supply for the Farm House.*
- NOTE: Illustrate with simple drawings. Show pictures.
- (1) Bulletin, Farm Home Conveniences, pp. 26-27.
  - (2) Bulletin, Rural Home Sanitation, pp. 7, 12.
  - (3) Bulletin, Water Systems for Farm Homes.
- IV. *Bathing and Bathrooms in Farm Homes.* (Show Pictures.)
- (1) Bulletin, Cleanliness and Health, pp. 4-14.
  - (2) Bulletin, Rural Home Sanitation, p. 20.
  - (3) Bulletin, Farm Home Conveniences, pp. 21, 22, 23.
  - (4) Bulletin, Water Systems for Farm Homes, pp. 4, 7, 67.
- V. *Sanitary Lavatory and Bathing Facilities at the Schoolhouse.*
- (1) Bulletin in "Education" package—The Farragut School, pp. 10-11.
  - (2) Bulletin, Rural School Sanitation, p. 29.
  - (3) Bulletin, Minimum Health Requirements, p. 5.
  - (4) Health Essentials for Rural School Children—Ten Golden Rules of Health, Rule 5.



- (5) Folder, Modern Health Crusaders Chores, pp. 1-5.

VI. ROUND-TABLE DISCUSSION.

- VII. SOCIAL HOUR: Through the cooperation of the teacher, children from primary class may give a little program including: Parody on Old Oaken Bucket, The Crusaders' Chores, Good Health Alphabet Rhymes, and a group of health songs.

References: Suggestive Material to Help Carry Out the Modern Health Crusade; Health Education in Rural Schools, pp. 125-126.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## QUESTIONS FOR PROGRAMS II AND III

1. Name some common, communicable or "catching" diseases. Name those that have attacked adults, and children in this community. How could this sickness have been prevented?

2. The Roosevelt Commission on "National Vitality" indicates that each year in the United States there are 600,000 deaths which might have been prevented if the existing knowledge of hygiene were properly applied. The more than 3,000,000 sick beds that are constantly kept filled in the United States is an unnecessary liability. The financial loss on account of wages cut off by these premature deaths and preventable diseases amounts annually to more than \$1,500,000.

Estimate the financial loss, if any, to your community from the above causes during the past two years.

About \$9.02 is the estimated value to a life, of each day in school. What is the financial loss to your community on account of absences from school, caused by preventable sickness? Tell how this sum plus doctor bills, will compare with a 50 cent school tax in your community? (This means 50 cents on every hundred dollars of the tax valuation of the land in your district.)

Over fifteen years are lost to the average life by the failure to apply the health knowledge that already exists. Can we train children in better health habits? Will such habits prolong life?

How may parents and teachers co-operate to this end? (Write to the Texas Public Health Association, Austin, Texas, for their Modern Health Crusaders' Manual. It is free.)

3. What so-called children's diseases have been preval-



ent in your community? At what time of year were the largest number of cases found? Does the school term correspond to the same time of year? What conclusions could you draw from these facts?

4. Common colds are communicable. Colds, "grippe," and influenza are the causes of many more serious diseases. How may we prevent a cold?

Tell how your school is responsible for scattering diseases.

5. *Whooping Cough* is a very serious—a very dangerous disease. *No child should have it, no child need have it.* It is preventable. This disease, in one year (1911), killed over 10,000 American children. It causes long periods of illness to more than forty times as many people as it kills. Is this a wise condition? Compare this record with the casualty list of a great battle? Whooping Cough may come to your community. How can it be confined to the initial case? If your child should become afflicted with this disease, show how you could prevent it from spreading over your community.

6. Did you know that about every third person between 15 and 60 years of age dies of tuberculosis? In the United States there are constantly 300,000 people sick of this disease. War conditions have increased the number. What do you know about the causes and treatment of this disease? Be sure to remember that tuberculosis is not inherited, but that it is scattered by a careless patient. How is it scattered? If we could collect and destroy all the spit from tuberculosis patients and make them cover their mouths when they cough, we could almost wipe out this disease. How can we prevent the formation of this habit? Tuberculosis is curable. *Patent medicine will never cure it; but rest, happy thoughts, good food, and pure air will do it, if taken advantage of in time.* What are germs? Try to get a compound microscope for your school. Get from the State University, Department of Biology, some slides that will show these microscopic plants. How do germs get into the body?

7. Show that typhoid fever is a filth disease. Tell why

it seldom occurs in the city, and why it is known as a "country disease." How may it be prevented?

Can you name some local conditions that are liable to spread typhoid fever, cholera infantum, and other intestinal diseases?

What diseases do insects transmit?

Do you hatch flies, mosquitoes, or hookworms on your home or school premises? If so, show how you could destroy their filthy breeding places.

8. How would you construct a fly-proof toilet? How could you prevent stable manure from being a breeding place for flies? It is thought that infantile paralysis is carried by flies. Could you rid your town or your premises of flies? How?

9. How are these diseases transmitted: Measles, scarlet fever, diphtheria, granulated lids?

10. Tell why the common roller towel, the common drinking cup, and the common wash basin should be abolished from the home and school. What substitute could you recommend for these insanitary articles? Why should every child carry a clean handkerchief and learn to use it properly?

Have you ever used paper hand towels? Ask your teacher to get from your drug merchant the price of these towels, and have her pupils estimate the expense of using them in her school at the rate of one or two towels each day per pupil.

11. What causes malaria? Hook-worm disease? How do these diseases affect the economic and intellectual progress of the sections where they are prevalent? How may they be prevented and cured?

12. Does your teacher know the symptoms of common communicable diseases and the term of quarantine for each? Show the need of such information as a part of the teacher's training.

13. Would it be a good business proposition to invest money on your home and school plant for the prevention of diseases? Mention some ways of doing this.

14. Have you a school physician? A county public health nurse? Or a school nurse? Show the value of such services.

Have you a county health officer? What are his duties? His salary? Is there any relation between his efficiency and his salary? How may we help to make his services of greatest value?

What are the quarantine regulations with reference to communicable diseases? Give an estimate of lives saved in the United States by vaccination against smallpox? (Ask your physician for this information.)

15. What is your duty as an individual citizen toward the health of your community?

16. Do you not think it a wise plan for teachers to obtain health certificates?



## GROUP STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM II

TOPIC: COMMUNICABLE DISEASES: THEIR CAUSES AND PREVENTION.

.....  
Date

.....  
Leader

I. SHORT INTRODUCTORY TALK\*: *Dangers That Threaten the Human Machine.*

1. Germs—What are they? Good and bad germs—how they live and multiply—how they are scattered, how they get into the human body.

References: (1) The Human Body and Its Enemies, pp. 4-9, 15-39.

(2) Health Education in Rural Schools, pp. 148-150.

(3) Rural Hygiene, pp. 302-313.

(4) Bulletin, Typhoid Fever: Causes and Prevention, pp. 6-8.

2. Toxins and antitoxins.

Reference: The Human Body and Its Enemies, pp. 6, 181.

II. TALK: *Communicable Diseases That Have Been Prevalent in This Community.*

1. Name them—their probable origin—means of prevention.
2. Estimate in round numbers the financial loss to this community by preventable diseases the past two years. Estimate the loss to the lives of the

---

\*The *Talks* will be more interesting than a *Paper*; however, the *Talk* must be well organized so as to save time and keep up the interest.

children on account of absences from school caused by preventable diseases.

(1) See Questions.

NOTE: Place these calculations upon a blackboard or paper chart before the class.

III. PAPER, OR LECTURE: *Typhoid Fever, a Preventable Filth Disease.*

1. Prevalence of this disease—causes—prevention—care of the sick.

(1) Bulletin, Typhoid Fever: Its Causes and Prevention.

(2) Health Education in Rural Schools, pp. 124-144.

(3) Rural Hygiene, pp. 354-364.

(4) How to Live, pp. 72-74.

(5) Prevention of Disease, and Care of Sick, pp. 30-33, pp. 104-105.

2. Anti-typhoid vaccination.

Reference: Human Body and Its Enemies, pp. 16-25.

VI. PAPER OR LECTURE: *A Sanitary Toilet for the Home and for the School.*

References: (1) The Human Body and Its Enemies, pp. 348-349.

(2) Health Education in Rural Schools, pp. 129-136-145.

(3) Prevention of Disease and Care of Sick, p. 36, pp. 41-47.

(4) Bulletin: School Grounds, Buildings and Equipment, pp. 40-46, and other bulletins in Home-and-School-Sanitation package.

V. TALK: *Transmission of Disease by Flies.*

References: (1) Prevention of Disease and Care of the Sick, pp. 50-54.

(2) Bulletin, Transmission of Disease by Means of Flies.

(3) Bulletin, Rural Sanitation, p. 10, pp. 26-29.

VI. PAPER: *Sewage Disposal.*

## 1. Define Sewage.

(1) Rural Hygiene, pp. 208.

(2) Prevention of Disease and Care of the Sick, pp. 71-73.

(3) See package on Home and School Sanitation for Bulletin on Rural Home Sanitation, pp. 18-20.

## 2. Garbage.

(1) Bulletin, Rural Home Sanitation, p. 9.

## 3. Septic Tank.

(1) Bulletin, Rural Home Sanitation, pp. 17-19.

(2) Bulletin, Concrete Septic Tanks.

(3) Bulletin, Safe Disposal of Human Excreta, p. 26.

VII. TALK: *The County Health Officer.*

## 1. Present system of county health administration.

Give an account of work done by local officer.

## 2. Solution to present problem.

(1) Bulletin, Health of School Children, pp. 10-13.

(2) Health Education in Rural Schools, pp. 33-37.

## VIII. ROUND-TABLE DISCUSSIONS.

## IX. SOCIAL HOUR: Visit the school drinking water supply. (It is supposed that the meetings are held in the schoolhouse.) Also visit school rooms and note the value of oiled floors. Investigate lighting, heating, and ventilation.



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM III

TOPIC: COMMUNICABLE DISEASES (Continued); OTHER  
SERIOUS DISEASES; SOME GENERAL HEALTH SUBJECTS.

.....  
Date Leader

NOTE: The subject for paper or talk may be presented by one person and followed by a round-table discussion; or each sub-topic may be more fully discussed by different individuals. Either method could be followed by a general discussion at the close of the lesson. If it is thought best, the program may be divided and each section used for a separate program.

I. PAPER: *Why Health Should Be the First Aim of Every Home and School.*

References: (1) Health Education in Rural Schools,  
pp. 1-37.

(2) Bulletin, The Road to Health, Keep  
Well Series, No. 1.

(3) How to Live, pp. 1-7, and Chap. V.

(4) The Rural Teacher and His Work,  
pp. 292-305.

II. PAPER: *Common Colds.*

1. Their danger—cause — treatment — prevention—  
the teacher's responsibility.

References: (1) Health Education in Rural Schools,  
pp. 248-255.

(2) Bulletin, Common Colds.

(3) Prevention of Disease and Care of  
the Sick, pp. 157-158.

(4) The Human Body and Its Enemies.

(5) How to Live, pp. 8-28, and pp. 172-  
281.

### III. BRIEF, POINTED TALK: *Measles, Scarlet Fever, and Diphtheria.*

1. Serious diseases—ravages—causes—symptoms—  
how transmitted—how prevented—how treated.

#### References on Measles:

- (1) Bulletin, Measles.
- (2) Health Education in Rural Schools, pp. 68-77.
- (3) Bulletin, Health of School Children, pp. 28-29.
- (4) Prevention of Disease and Care of the Sick, pp. 114-116.
- (5) The Human Body and Its Enemies, pp. 67-69.

#### References on Diphtheria:

- (1) Bulletin, Diphtheria.
- (2) Health Education in Rural Schools, pp. 68-77.
- (3) Prevention of Disease and Care of the Sick, pp. 114-116.
- (4) Health of School Children, pp. 27-28.
- (5) The Human Body and Its Enemies, pp. 10, 20, 26, 78, 116.

Reference on Scarlet Fever: Human Body and Its Enemies, pp. 10, 63, 67, 113, 116.

### IV. TALK: *Whooping Cough.*

1. Mortality—cause—infectious—immediate and remote effects—means of prevention.

References: (1) Bulletin, Whooping Cough: Its Nature and Prevention.

- (2) Health Education in Rural Schools, p. 87.
- (3) The Human Body and Its Enemies, pp. 67-68.

### V. TALK: *Tuberculosis or Consumption.*

1. Comparative number of deaths from this disease—cause—sources of infection—transmission—prevention—treatment—curable, if taken in time.

- References: (1) Prevention of Disease and Care of the Sick, pp. 129-132.  
 (2) Bulletin, How to Avoid Tuberculosis.  
 (3) Bulletin, What You Should Know About Tuberculosis.  
 (4) Bulletin, Health of School Children, p. 122.  
 (5) Bulletin, Sleeping and Sitting in the Open Air.  
 (6) How to Live, pp. 7-27, 28-72.  
 (7) Rural Hygiene, pp. 332-349.

VI. PAPER: *Tracoma or Granulated Lids.*

1. Wide-spread suffering—symptoms—transmission—how to avoid infection—physical effects—economic considerations—eradication.

References: (1) Bulletin, Tracoma: Its Nature and Prevention.

- 2 Tracoma, Its Character and Effects.  
 (3) The Human Body and Its Enemies, pp. 14, 327.  
 (4) Prevention of Disease and Care of the Sick, p. 178.

VII. SHORT TALK: *Quarantine Regulations.*

1. Meaning of—use of.

Reference: The Human Body and Its Enemies, pp. 63-65.

2. The Sanitary Code or Quarantine Laws of Texas.

References: (1) The Human Body and Its Enemies, pp. 339-343, and 345-348.  
 (2) Rural Hygiene, pp. 422-425.  
 (3) Health Education in Rural Schools, pp. 68-77.

VIII. PAPER OR SHORT TALK: *Vital Statistics.*

1. Meaning—value—Texas code.

Reference: (1) The Human Body and Its Enemies, pp. 113-117, pp. 343-345.



IX. PAPER: *Influence of Mind on Health.*

References: (1) Bulletin, Mental Hygiene, p. 1, last paragraph on p. 6; first three paragraphs on p. 7, and part of p. 10, under Education.

NOTE: The following topics should be discussed in localities where the diseases occur.

I. PAPER: *Pellagra.*

## 1. Cause—treatment—prevention.

References: (1) Bulletin, Pellagra, Its Treatment and Prevention.

(2) Bulletin, Pellagra, Its Nature and Prevention.

II. ILLUSTRATED PAPER: *Malaria, Its Causes and Prevention.*

References: (1) The Human Body and Its Enemies, pp. 57, 10, 113, 58, 13, 89, 59.

(2) Prevention of Disease and Care of the Sick, pp. 113-137.

(3) Bulletin, Anti-Malarial Measures for Farm-houses and Plantations.

(4) Bulletin, Prevention of Malaria.

NOTE: Prepare samples of different stages of development of the malarial mosquito, or pictures of same. Show screens, or pictures of screens for windows and doors. Put cost of screen calculations on blackboard. Use post-war prices. Compare this expense with doctor bills. A group of club members may read selected portions of the dialogue in Bulletin, *Malaria: Lessons on Its Cause and Prevention.*

## III. The Story of a Boy Who Did Not Grow Up to Be a Tall, Strong Man; or Hookworm Disease, Its Cause, Effects, and Prevention.

References: (1) Bulletin, The Story of the Boy Who Did Not Grow Up to Be a Tall, Strong Man.

(2) Hookworm Disease: Its Ravages, Prevention, and Cure.

NOTE: It is planned that at the end of this course the school and community will organize and conduct a Clean-up Campaign.

A CLEAN-UP CAMPAIGN

1. Begin at the school.

References: (1) Bulletin, Beginning and Developing a Rural School, pp. 21-26.

2. Organize community.

References: (1) Bulletin from American Red Cross: Common Sense in Health. A Teacher's Manual, Sup. No. 3, January, 1919. Read Campaigns in Community Sanitation.

- (2) Bound Bulletins: A Cleaning-up Campaign.

3. Health survey in community.

Bulletin, Danger of Uncleaness.

4. Health survey in county.

Write State Health Association, Austin.

5. Public school health club.

(1) Modern health crusaders.

(2) Measuring and weighing contests.

X. ROUND-TABLE DISCUSSION on Questions and Program: Organization of Clean-up Day.

XI. SOCIAL HOUR.

1. The school children could present this playlet: David and the Good Health Elves. See package.

2. Recitations:

(1) How to Cure a Cold.

(2) The Old Roller Towel.

3. Plan and order club button, or badge.

## HOW TO CURE A COLD

The way (ka-choo!) to cure a cold  
Is just (ka-chee!) like this;  
Do not in wraps yourself enfold  
As in a chrysalis;  
Expose yourself to good fresh air  
A lot (ka-choo! ka-chee!),  
Don't make yourself, by too much care,  
As tender as can be;  
Take lots of outdoor exercise,  
Don't dread the chill night air,  
Shun heated rooms, if you'd be wise,  
And rubbers never wear;  
Thus you will hardened be (ker-chow!)  
Till colds won't trouble you,  
I've proved this recipe—that's how  
I always do (ka-choo!)



## THE OLD ROLLER TOWEL

How dear to our hearts are the things of our childhood,  
When fond recollections present them to view;  
The old district schoolhouse, the pail and the dipper,  
The same cud of gum which in turn we would chew.  
No fear of a microbe forever beset us,  
No state board of health interfered then at all;  
We bathed dirty faces in one common basin,  
And turned to the towel that hung on the wall.  
The old roller towel, the stiff roller towel,  
The germ-laden towel that hung on the wall.

Of crash was this towel, in gen'rous proportion,  
And never was changed more than once in a week;  
We turned it around and used it all over,  
And for a dry spot it was idle to seek,  
With use and abuse it grew grayish in color,  
Acquiring an odor exceedingly rank;  
By Saturday night it presented a surface  
As hard and unyielding as any inch plank.  
The old roller towel, the stiff roller towel,  
From which the fastidious foolishly shrank.

But now it is gone, vanished out of existence,  
By virtue of power which the board of health holds;  
No more can we bury our streaming wet faces  
Within its bacterial, dangerous folds,  
No longer we meet with the discolored banner,  
Which hung from a roller nailed up on the wall;  
On clean huckabuck, initial embroidered,  
We wipe away tears which intrusively fall  
For old roller towels, the stiff roller towels,  
The germ-laden towels that hung on the wall.

—George White, in the *Randolph Herald*.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## QUESTIONS ON PROGRAMS IV, V, AND VI

1. It is estimated that three out of every four children in this country are suffering from some physical defect which might be prevented or corrected. This means that there are about 15,000,000 school children in the United States that are physically retarded—a condition that makes way for mental retardation.

Do any of these children live in your community?

2. How will these preventable physical defects among so many of the nation's children, unless corrected, affect the next generation?

Show how physical handicaps lead to intellectual handicaps?

3. Good authority tells us that there are more than 6,000,000 undernourished children in the United States. They are below the normal weight, pale, listless and inattentive in school, disinclined to run and play. These children are peculiarly susceptible to diseases; and, unless properly cared for, they will become physically and mentally deficient.

What are some of the causes of these conditions? Poor food; poverty; badly prepared and unbalanced meals; the high cost of living; diseased tonsils; bad teeth; wrong eating and other bad home habits are among the reasons that so many children are slowly starving.

4. School is a good place to begin to correct these conditions. How?

(1) By teaching pupils and parents the need of proper selection of foods, the value of different foods, and how to prepare them. This is part of the study of Home Economics. Do you have this subject taught in your school?

How does the value of this subject compare with a knowledge of cube root, or compound interest?

(2) Did you know that there is a normal relation between a child's weight, height, and age? Would it be a wise plan to install scales and a measuring tape in each school and by this means interest each child in keeping his weight record normal? (See the library for "the rules of the game.") The child who fails to measure up becomes the man or woman who fails to measure up.

(3) Show that a hot noon lunch consisting of simple nourishing food would prove a valuable remedy for many malnourished children, and an excellent preventative for the same condition.

(4) Which is of greater value the habit of brushing the teeth after eating, or the ability to name the bones in the body? How many parents in your community help teachers to help children form proper health habits? Can you estimate the loss from dirty mouths? Authorities tell us that bad teeth are the cause of a large per cent of preventable deaths. Which is more economical—a good equipment for brushing teeth, or a dentist's bill?

5. Prove by war statistics that country boys and girls need physical education as truly as city children. A number of states have passed compulsory laws regarding the teaching of this subject in school. Has Texas such a law?

6. Should a child do physical labor beyond its strength? How do long hours of work in the cottonfield affect a child's health? Is there a law in Texas to protect the child and its mother from the demands of selfish employers? Do the children and women in Texas have an "8-hour law?"

7. Many towns and rural communities have found it a wise measure to hire a nurse whose duty it is to visit schools and homes where they inspect regularly the children's health and cooperate with parents and their family physicians in correcting physical defects, and in preventing disease, much suffering, and death. Is your county or town provided with such a "public health nurse?" If not, you may be sure that you have citizens who are dying or suffering from prevent-

able physical defects that will lead to inefficient lives or public charges.

Will you suggest some duties of a well-trained community nurse? A school physician?

8. Every year in the United States, 300,000 babies die before they are four years old; and every year in our great country about 15,000 mothers die—largely from lack of proper care at the proper time.

Show how the public health nurse could save many of these lives.

9. A county organization of doctors and nurses could establish health centers over the county where mothers could meet the nurse for conferences.

Do you know how much money the Government appropriates for animal husbandry? Are the services of your farm demonstrator free when he is called to a distant part of the county to treat a case of hog cholera? Does your child who may have diphtheria have equally prompt and free medical attention?

10. How could a county build a hospital where farmers and their families could be served promptly and at reasonable rates? Get a copy of the Texas County Hospital Law. Ask your representative to send it to you.

11. What is medical inspection for schools? All good city schools have a school physician, a school nurse, and a school dentist. We cannot afford to neglect our country children.

How can you awaken your community and county to the need and value of a public health nurse? (Write to the Texas Public Health Association, Austin, Texas, for information.)

12. How and when do you teach your children the wonderful sacred story of life? Were you given this information in a beautiful, or a vulgar way? How did this effect you? Is ignorance on this subject a wise principle? What do army statistics show? (See bulletins in the library on Sex Hygiene.)

13. Is the milk which you buy and which your children



drink, clean, and if necessary, pasteurized or scalded? Do they each receive three glasses of milk daily?

Is the baby nursed at the breast as he should be? Is he kept clean? Does he get plenty of fresh air away from flies and mosquitoes? Is he kept out of the hot stuffy kitchen? Did you know that dust from your floor may contain tuberculosis germs from a careless spitter, and that that is the way many children become infected with this disease? Do you know that bottle babies should have some orange juice each day after the first month?

14. "The greatest gift in all God's wonderful creation was given to women—that of giving to the world its little children." A most important question in the world may well be: To what extent are the lives of mothers being protected? What are some of the proper hygienic precautions necessary to protect her life? Women are now being given a voice in the government; should they not demand properly equipped health centers and hospitals where they can receive skilled care and advice? When they demand these things in return for jeopardizing their lives, they will get them.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM IV

TOPIC: THE PUBLIC HEALTH NURSE, THE COUNTY HOSPITAL, AND THEIR FUNCTIONS.

Date	Leader
<p>I. STORY TOLD BY A MEMBER OF THE CLASS GROUP:  <i>The Story of a Red Cross Health Nurse on Her Round of Visits.</i>            Reference: Bulletin, The Story of a Red Cross Health Nurse.</p> <p>II. STORY TOLD BY A MEMBER OF THE CLASS GROUP: <i>Upbuilding the Nation's Strength.</i>            Reference: Bulletin from the American Red Cross Nursing Service: Upbuilding a Nation's Strength, p. 3, and the first two paragraphs on p. 4.</p> <p>III. PAPER: <i>The County Public Health Nurse.</i></p> <ol style="list-style-type: none"> <li>1. Need of—her services.            References: (1) Bulletin, The Public Health Nurse, p. 6.                              (2) Bulletin, Upbuilding a Nation's Strength, pp. 6-8.                              (3) Bulletin, Town and City Nursing Service, Its Purpose and Scope, pp. 1-2.</li> <li>2. Demand for—                Above reference, p. 4.</li> <li>3. Training for—                Above reference, p. 4.</li> <li>4. How to obtain a public health nurse.</li> </ol>	

References: (1) Address, Texas Public Health Association, Austin, Texas.

(2) See leaflet: Town and County Nursing Service.

IV. PAPER: *Medical Inspection of School Children.*

References: (1) Bulletin, Medical Inspection in the Schools of North Carolina.

(2) Bulletin, Progress in Rural Work for Infant and Maternal Welfare, p. 7.

V. *Undernourished Children.*

1. Cause—number—results, if neglected.

Reference: Bulletin, Wanted, Teachers to Enlist for Child Health Service.

2. Program for prevention and cure: Medical inspection—school lunch—training in homemaking and housekeeping—health habits—weighing and measuring.

References: (1) Bulletin: Wanted, Teachers, etc.

(2) Bulletin, Diet for the School Child.

(3) Bulletin: War Prices, and Undernourished Children.

(4) The Measuring Chart. Explain it.

(5) Bulletin, Diet for School Children.

(6) Bulletin, What Is Malnutrition?

3. Results of incorrect diet.

Reference: (1) Leaflet: A Course in Food Economics for the Housekeeper, p. 8.

VI. TALK: *The Hot Luncheon for School Children.*

Reference: A Simple Course in Home Economics for Rural Schools with Suggestions for the School Noon Lunch.

VII. PAPER: *The County Hospital.*

References: (1) The County Hospital Law—great value of county hospital to rural people—successful county and city hospitals—how secure such a hospital.

(2) Clippings, leaflets in bound form.

VIII. TALK: *The Health Center in the County Seat and in The Small Rural Community.*

1. Purpose—need—staff—location—equipment—cost—value.

Reference: Bulletin, Children's Health Centers.

IX. ROUND-TABLE DISCUSSION.

X. SOCIAL HOUR.

*A Nurse's Drill* by the little girls of the primary grades.

Dress the children in nurses costume. Include in the motions some of the health chore activities.

For suggestions write to Eldridge Entertainment House, Franklin, Ohio, for their *The Help-U Drill Book for Primary Grades*. Price 30 cents.

See Icebreakers for other numbers. A little wholesome nonsense now and then is enjoyed by everyone.



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM V

## TOPIC: CARE OF MOTHERS AND INFANTS.

Date	Leader
I. READING: <i>My Mother</i> . Reference: Page 38.	
II. PAPER: <i>Maternal Mortality</i> . 1. Largely preventable. 2. A year's estimate (1913) of loss of mothers. Reference: Bulletin, Maternal Mortality, pp. 7-8, 14-15. 3. Cause of this frightful sacrifice. Reference: Bulletin, Maternal Mortality, pp. 23-27. 4. Prevention of maternal mortality. References: (1) Bulletin, Maternal Mortality, p. 8, last paragraph, also p. 27. (2) Bulletin, Prenatal Care, pp. 21-22. (3) Bulletin, Progress in Rural Work for Infant and Maternal Welfare, pp. 6-11.	
III. TALK: <i>The Care of the Infant</i> . 1. Prevention of Disease and Care of the Sick, pp. 87-88-89. 2. Bulletin, Better Babies on Texas Farms.	
IV. TALK: <i>The Cause of Twenty-five Per Cent of All Blindness Among Children</i> . ( <i>Ophthalmia Neonatorum</i> .)	

- References: (1) Prevention of Disease and Care of the Sick, p. 100, pp. 177-178. (Preventable Blindness.)  
(2) Bulletin, Birth Registration, p. 9.  
(3) Bulletin, The Care of the Baby, p. 13.  
(4) News Notes of California Libraries, pp. 14-24.

V. PAPER: *How Birth Registration Aids in Protecting the Lives and Rights of Children.*

1. Give an example.  
Reference: Bulletin, Birth Registration, p. 13.
2. Definition and value of—  
Same bulletin, p. 5, pp. 10-16.
3. Infant mortality in the U. S. and its significance.  
Same bulletin, pp. 6, 7.
4. Infant mortality preventable.  
Same bulletin, p. 7.
5. How birth registration helps to reduce infant mortality.  
Same bulletin, pp. 7-11.

VI. PAPER: *How the Government of New Zealand Cares for the Health of Its Women and Children in Rural Districts.*

1. What the society has accomplished.  
Reference: Bulletin, New Zealand Society for the Health of Women and Children, pp. 5-9.
2. Comprehensive policy of the society.  
Same bulletin, pp. 9-11.
3. How the public is kept informed of the activities of the society.  
Same bulletin, pp. 11-14.
4. Points to be emphasized.  
Same bulletin, p. 14.

VII. PAPER: *Mother's Pensions.*

1. History of—  
Reference: Bulletin, Laws Relating to Mothers' Pensions, etc., pp. 5-12.

2. What states have passed such laws?  
Review state law you like best. (Same bulletin.)
3. Give brief review of New Zealand's Mothers' Pension Act.  
Same bulletin.

VIII. ROUND-TABLE DISCUSSION: How Can We Save Our Rural Mothers? Discuss: Questions and Papers. Appoint a program committee for next Mothers' Day.

IX. SOCIAL HOUR:

1. While refreshments, which may consist of fruit and good cold water served in sanitary drinking cups, are being served, tell experiences comparing your mother's or grandmother's methods of rearing children with the usual methods of today.
2. Pass a resolution regarding Mothers' Pensions.
3. Have some one sing, "Mother O' Mine." A Victrola record of this song, by Witherspoon, can be obtained.

NOTE: Get the chart exhibit for this program. Address University of Texas.

## MY MOTHER—A PRAYER

"For the body you gave me, the bone and the sinew, the heart, the brain that are yours, my mother, I thank you. I thank you for the light in my eyes, the blood in my veins, for my speech, for my life, for my being. All that I am is from you who bore me.

"For all the love that you gave me, unmeasured from the beginning, my mother, I thank you. I thank you for the hand that led me, the voice that directed me, the breast that nestled me, the arm that shielded me, the lap that rested me. All that I am is by you who nursed me.

"For my smile in the morning, and your kiss at night, my mother, I thank you. I thank you for the tears you shed over me, the songs that you sung to me, the prayers that you said to me, for your vigils and ministrings. All I am is by you, who reared me.

"For the faith you had in me, the hope you had in me, for your trust and your pride, my mother, I thank you. I thank you for your praise and your chiding, for the justice you bred into me, and the honor you made mine. All that I am you taught me.

"For the sore travail that I caused you, for the visions and despairs, my mother, forgive me. Forgive me the peril I brought you to, the sobs and the moans I wrung from you, and for the strength I took from you, mother, forgive me.

"For the fears I gave you, for the alarms and the dreads, my mother, forgive me. Forgive me the joys I deprived you, the toils I made for you, for the hours, the days, and the years I claimed from you, mother, forgive me.

"For the times that I hurt you, the times I had no smile for you, the caress I did not give you, mother, forgive me. Forgive me for my angers and revolts, for my deceits and evasions, for all the pangs and sorrows I brought to you, mother, forgive me.

"For your lessons I did not learn, for your wishes I did not heed, for the counsels I did not obey, my mother, for-



give me. Forgive me my pride in my youth and my glory in my strength that forgot the holiness of your years and the veneration of your weakness, for my neglect, for my selfishness, for all that I have not paid, mother, sweet mother, forgive me.

“And may the peace and the joy that passeth all understanding be yours, my mother, forever and ever. Amen.”

—*Tom Dillon.*

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM VI

## TOPIC: CHILD GROWTH AND DEVELOPMENT.

.....  
Date

.....  
Leader

Reference: Child Care, Pre-School Age, p. 7, first paragraph.

II. PAPER: *A Home Where the Child Is Wanted and Loved.*

References: (1) Bulletin, Child Care, pp. 7-8, pp. 39-42.

(2) Bulletin, Better Babies on Texas Farms, p. 10.

(3) Bulletin, The Care of the Baby, p. 9.

(4) Rural Hygiene, pp. 25-49.

III. PAPER: *Fresh Air and Good Food for the Child.*

References: (1) Bulletin, Child Care, pp. 8-10.

(2) Bulletin, Better Babies, etc., pp. 11-14.

(3) Bulletin, Heat and Infant Mortality, p. 216.

(4) Bulletin, Food for Infants and for Growing Children, pp. 12-30.

(5) Bulletin, Child Care, pp. 11-29.

(6) How to Live, pp. 30, 181, 37, 42, 48, 131.

IV. PAPER: *Malnutritioned Children.*

1. What is malnutrition?

Reference: Bulletin, Wanted! Teachers to Enlist in Child Health Service, p. 3.

2. Causes of—number in the United States—results of neglect.

Reference: Same bulletin as above, pp. 1-3.

3. How combat—weighing and measuring—organizing nutrition classes—medical inspection—hot and nourishing school lunch.

References:

(1) Same bulletin as above, pp. 4-16.

(2) Bulletin, How to Conduct a Nutrition Class.

4. Explain Classroom and Individual Measuring Charts.

References:

(1) Bulletin, School Lunches.

(2) Short Course in Domestic Economy in Rural Schools, with Plans for School Noon Lunches.

(3) Health Education in Rural Schools, p. 272.

V. TALK: *Adenoids and Tonsils.*

References: (1) Bulletin, Child Care, p. 61.

(2) Bulletin, Adenoids.

(3) Prevention of Disease and Care of the Sick, pp. 130-131.

(4) The Human Body and Its Enemies, pp. 187-188.

VI. TALK: *Care of the Teeth.*

References: (1) Child Care, p. 56-61.

(2) Health Education in Rural Schools, pp. 255-266.

VII. SHORT TALK: *Children's Clothing.*

Reference: Child Care, p. 14.

VIII. SHORT TALK: *Sleep and Rest for the Child.*

References: (1) Child Care, pp. 37-38.

(2) The Human Body and Its Enemies,  
p. 288.(3) Prevention of Disease and Care of  
the Sick, p. 97.(4) Health Education in Rural Schools,  
p. 107.

(5) How to Live, pp. 103-104.

IX. PAPER: *The Sacred Story of Life.*

1. When and why tell it to the child?

References:

(1) Child Care, pp. 50-51.

(2) Package of Bulletins on Sex Education.

(1) The Need of Sex Education.

(2) The Parent's Part.

(3) The Teacher's Part.

X. TALK: *Alcohol, Narcotics, and Stimulants.*References: (1) Prevention of Disease and Care of  
the Sick, pp. 78-79.(2) The Human Body and Its Enemies,  
pp. 291-298.(3) How to Live, pp. 3, 65-69, 123, 227-  
271.XI. PAPER: *Backward and Deficient Children.*1. Unequal ability—overlooked—fault of system—  
result.

2. Method of locating retarded pupils.

3. Causes of retardation.

4. Conclusions and suggestions.

Reference: Bulletin, Backward and Deficient  
Children, pp. 3-5, pp. 18-23.

## XII. ROUND-TABLE DISCUSSION.

## XIII. SOCIAL HOUR:

1. Some Icebreaker stunts.

2. Examine the chart exhibit on child-welfare.

3. An exhibit showing day's balanced meal for a  
school child; for a pre-school child. Prepared  
by teacher of Home Economics or school nurse.



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM VII

## TOPIC: THE CHILDREN'S HEALTH CONFERENCE.

"It is our duty to make the Nation strong and fit for the duties ahead."

.....  
Date

.....  
Leader

I. SHORT INTRODUCTORY TALK: *The Children's Health Conference, Its Purpose.*

References: (1) Bulletin, Better Babies on Texas Farms.

(2) Bulletin, How to Conduct a Children's Health Conference, pp. 3-5.

(3) Bulletin, What the Baby Health Conferences Teach.

II. TALK: *Organizing the Health Conference.*

1. Committees and their duties.

References: (1) Bulletin, How to Conduct a Children's Health Conference, pp. 5-15.

(2) The University of Texas Child Welfare bulletin.

(3) Bulletin, Baby Week Campaigns.

III. TALK: *Conducting the Health Conference.*

(See above bulletins.)

IV. PAPER: *Suggestions for Medical Examiners and Assistants.*

References: (1) Bulletin, How to Conduct a Children's Health Conference, pp. 15-22.

(2) The University of Texas Child Welfare bulletins.

(3) Bulletin, Baby Week Campaigns, pp. 86-89.

V. REVIEW OF BULLETIN, *What the Baby Health Conferences Teach.*

VI. TALK: *Exhibits for Our Child Welfare Conference.*

1. Baby-Week Campaigns, pp. 45-50, 81-86, 144-146.

2. See copies of charts in bulletin, *What the Baby Health Conferences Teach.*

VII TALK: *Organization of a Children's Health Conference for This Community.*

VIII. ROUND-TABLE DISCUSSION.

IX. SOCIAL HOUR:

1. Mother Goose songs by children, or Victrola.

2. An exhibit of simple, easily made, and comfortable clothing for children. (Write Home Economics Department, University of Texas for suggestions.)

## SOURCES OF HELP FOR ORGANIZING AND CONDUCTING A CHILD WELFARE CONFERENCE

- I. Address UNIVERSITY OF TEXAS, Austin Texas, for:
  1. Help of trained worker in organizing and conducting the children's conference.
  2. Illustrated lectures. Stereopticon and slides sent for express only.
  3. Bulletins on Child Welfare Conference work.
  4. Loan welfare charts for express both ways.
- II. A. and M. COLLEGE, College Station, Home Demonstration Headquarters.
  1. Help of trained worker.
  2. Literature, etc.
- III. TEXAS PUBLIC HEALTH ASSOCIATION.
  1. Trained nurse, for local expenses only.
- IV. WOMAN'S HOME COMPANION.

Better Babies Bureau, 381 Fourth Avenue, New York City, will send information on how to conduct a conference.
- V. TEXAS CONGRESS OF MOTHERS, 405 Gunter Building, San Antonio.
  1. Loan Papers. (10 cents.) See list in Parent-Teacher Association Handbook.
  2. A Motion-Picture Film showing work of the children's health conference in Texas; and some valuable school activities including part of the parade of a successful school and community fair. This film can also be obtained from the University Department of Extension.

## THE BABY

BY MRS. MAX WEST, WASHINGTON, D. C.

What does the baby ask of you,  
Passer-by in the street?  
Only the gift of a thought from you,  
Only the gift of a look from you  
At the road before his feet.  
Is it smooth and clean and fit, say you,  
Fit for a baby's feet?  
What does the baby say to you,  
You, who pay no heed?  
He begs for the right of living with you,  
Begs for the help of a hand from you—  
What he begs is but his need.  
Will the hand and the help be ready from you,  
Serving the baby's need?

What does the baby give to you,  
Men whose vision is dim?  
He gives you sun to lighten your way;  
He gives you hope for each dark day,  
Have you paid your debt to him?  
Have you smoothed his path and guided his way—  
Guarded and shielded him?

What does the baby keep for you—  
You, whose need is vast?  
He keeps faith and hope and joy for you,  
Comfort and love and home for you—  
In his tiny hand held fast.  
Are you earning the gifts he is keeping for you—  
You, who are going past?



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## QUESTIONS ON PROGRAMS VIII AND IX

1. Have you read Herbert Quick's book entitled, "The Brown Mouse"? It is in the Group-Study Library. Be sure to read it. After the members of your club have read it, why not act it out in dramatic form at your school-house? It would be great fun.

2. Have you ever heard a parent say: "I want my child to have an education, if he doesn't get anything else?" Why did he say this? Perhaps the following problem,\* and its solution will answer it from the financial standpoint:

1. The average educated man earns per year \$1000; in 40 years he would earn \$40,000.
2. The average uneducated man earns \$450 per year; in 40 years he would earn \$18,000.
3. The value of the first man's education equals the difference in the earning, or \$22,000.
4. The time required to secure an education is 15 years of 180 days each, or 2700 days, 22,000 divided by 2700, equals 8, therefore, each year in school is worth about \$10.
3. The value of an education to the farmer:
  1. "Three hundred and ninety-eight farmers had district school education. Their labor per year averaged \$318.
  2. "One hundred and sixty-five farmers had school training. Their labor income averaged \$622.
  3. "Ten farmers had more than high school education. Their labor income per year averaged \$1,200.

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\*1914 figures.

4. "The man with the college education on the farm had a net profit for his labor of \$225 per year more than the high school man, and \$529 a year more than the district school man."—*Oklahoma Bulletin*.

Does it pay to educate farmers and farm laborers? All will agree that prosperous farmers make possible the good home on the good farm; build good schools with good roads leading to them; support the towns in their vicinity; and establish the permanency of our government. A man was heard to say: "If you put the country children through high school, you will eliminate the wood-choppers and the cotton-pickers." Was he a democrat? Was he the kind our boys fought for in Europe's bloody trenches? They fought to free European peasants. Shall we grow peasants in America?

5. Are the children in your county receiving equality of educational opportunity? Is it democratic for one child in your community to go to school in a hovel, and another child in your community to attend school in a palace? Brains and muscle are our greatest asset. They are worth more than five times our other resources. Shall we neglect this asset?

6. What do you mean when you say: "I want my child to get an education"? Modern schools teach children not only how to make a living, but how to live. Is your school doing these things for your children? If not, why not?

7. What are the chief occupations of the masses in your community? Is it not the business of your school to relate its work so as to build for them a more satisfying, happy, and remunerative life right there where they expect to live? Does your school furnish such training? The city resident pays sufficient tax to give his children a good school. Is not the country child worthy of the best school? If your district can not raise sufficient funds by taxing to the limit of the law, and if your neighboring district secures by this means more than it needs, how can this inequality be equalized? Have you looked into the County Unit Sys-

tem for the administration of schools? Write to your state superintendent for information; also Bureau of Education, Washington, D. C.

8. Should the country teacher, who has his first grade certificate be trained to *teach* in a *country school*? Name subjects outside of books that should be taught in school. Which is of more value in a girl's education (a girl who does not expect to become a mechanical engineer), a knowledge of *cube root*, or a scientific and practical knowledge of *making good bread*?

9. Does your boy know how to use simple tools in repairing machinery? Can he manipulate and repair an automobile? Every farmer will soon own a tractor. Do you not believe that schools should teach the use, the care, and the repair of farm and home tools? Does your boy know why crops require cultivation? How to shoe a horse properly? Can he understand the daily market reports?

10. How could you interest your community and your neighboring communities in a modern school—a school in charge of trained teachers who give value received, a school with suitable buildings, equipment, and a course of study suited to the needs and condition of the community?

11. Why do many of our most successful farmers and leaders move to the city? How can a community best keep and attract standard citizens?

12. Show how closer cooperation among the heads of all our public educational institutions would make for greater economy and efficiency.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM VIII

TOPIC: WHAT OTHER STATES AND COUNTRIES ARE DOING  
FOR THEIR RURAL SCHOOLS.

.....  
Date

.....  
Leader

I. TALK: *An Account of an Imaginary Visit to the  
Winnebago County Schools of Illinois.*

NOTE: The member to whom the above or similar reviews are assigned should read carefully the selected sections at home, so as to be perfectly familiar with the pictures and their story. When presenting the subject, he should use some such order as the following:

1. Read the Introduction, p. 1.
2. Read Record of the Year's Improvements in School Buildings and Grounds.
3. Show and explain orally the illustrations of new rural school buildings on pp. 8, 9, 11, 21, 26, 69.
4. Agricultural Home Projects, pp. 58, 59.
5. School and Community Fairs, pp. 62, 63, 67.
6. Grange Picnics and Fairs, pp. 81, 82, 83, 84, 85, 86.
7. Parent-Teachers Association, pp. 70, 71, 73, 75, 78.
8. County Meet and Play Festivals, pp. 43-59, 29-42.
9. Tree Planting, pp. 23-26.
10. Open Air Physical Culture, p. 57.
11. Building Good Roads, pp. 78, 79.
12. Read a few quotations from pp. 9 (top), and 20.

II. TALK: *Better Schools in Oklahoma.*

1. Read pp. 20-23.
2. Show and explain illustrations on pp. 21, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 35, 36, 38, 41, 42, 43, 45, 46, 47, 48, 49, 52, 73, 70, 87.



3. Transportation of pupils to good graded schools.  
(1) See illustrations on pp. 64, 68, 69, 74.

4. Review of Chapter IV.

Reference: Rural, Centralized, Graded, and Model Schools of Oklahoma.

### III. TALK: *What Louisiana Is Doing for Her Rural Schools.*

Reference: A Brief Summary and Thirty-two maps showing the Public School Situation in Louisiana during 1918-1919.

1. Transportation—cost per child per day, p. 11.
2. Club work, pp. 11-12.
3. New School Legislation, pp. 12-13.
4. The Superintendent's Recommendations, pp. 13-15 (1918-1919).
5. Consolidation of Schools, pp. 11, 23, Report for 1916-1917.

(1) See Oklahoma 1918 bulletin, p. 12 for paragraph on this subject by Superintendent O. J. Brown.

### IV. TALK: *What Missouri Is Doing for Her Rural Schools.*

1. Read Editorial in The Rural Messenger for January, 1919.
2. Review the article: A Study in Rural Education, pp. 57-65 in above magazine.
3. A proposed rural school drive.  
(1) The Rural School Messenger, pp. 88-89.  
(2) Campaign material: Better Country Schools for Missouri.

### V. TALK: *A Review of Chapter V in the Rural Teacher and His Work*, pp. 194-206.

### VI. TALK: *History of Rural Denmark During Recent Years.*

1. The land and the people.

Reference: Bulletin, The Educational System of Rural Denmark, pp. 9-13.

2. A brief outline of the Danish school system. (See above bulletin, pp. 13-25.)

VII. PAPER: *The Danish Folk High School.*

1. What is it?
2. What has it accomplished for rural Denmark?
3. Organization and administration.
4. Character of attendance.
5. The subject matter in the course of study.
6. Halsen School—a good example—a day's work there. (See above bulletin, pp. 24-31.)

VIII. PAPER: *A Review of Summary of Impressions from the School Systems of Rural Denmark.* (See above bulletin, pp. 38-45.)

## IX. ROUND-TABLE DISCUSSION.

## X. SOCIAL HOUR:

1. Chocolate, and wafers or sandwiches prepared by the girls of the home economics class.
2. A series of stereopticon views on the Denmark\* school system, or on Texas school conditions.
3. A spelling match—no previous preparation.

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\*Get slides from Bureau of Education, Washington, D. C.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM IX

TOPIC: THE ORGANIZATION AND ADMINISTRATION OF THE  
RURAL COMMUNITY LIFE SCHOOL.

Date	Leader
I. TALK: <i>A Brief History of the Farragut Country-Life School in Knox County, Tennessee.</i>	
Reference: Bulletin, The Farragut School, A Tennessee Country-Life High School.	
II. PAPER: <i>A Discussion of the Different Systems of School Organization and Administration.</i>	
References: (1) The Rural Teacher and His Work, pp. 119-136, 138-149.	
(2) Country Life and Country School, pp. 181-184.	
(3) Bulletin, Rural Education, pp. 11-12.	
(4) Bulletin, County Unit Organization for Rural Schools, pp. 8, 40-56.	
(5) Country Life and the Country School, pp. 289-300.	
III. TALK: <i>Consolidated Schools, The Fundamental Need of a Contented and Remunerative Country Life.</i>	
References: (1) Country Life and the Country School, pp. 139-149.	
(2) New Ideals in Rural Schools, pp. 17-25, 35-41.	
(3) The Rural Teacher and His Work, pp. 176-207.	

IV. TALK: *Growth of Consolidated Schools—Their Benefits.*

References: (1) Bulletin, Rural Centralized, Graded, and Model Schools, pp. 12-17.

(2) Bulletin, Rural Education, pp. 12-17.

(3) New Ideals in Rural Schools, pp. 50-57.

(4) Country Life and the Country School, pp. 176-187.

(5) The Rural Teacher and His Work, pp. 186-193.

V. ASSIGNMENT: Using a map of your district and of the contiguous districts, locate an imaginary consolidated school, provided your section is sufficiently populated to support such a school. Also trace the roads leading to it.

Calculate the number of children that may be brought there, the number of teachers, the cost of equipment, etc.

Show the difference between the program of the consolidated school and of the small, weak school. For the comparison see Bulletin, Rural Centralized, Graded, and Model School, pp. 24, 25, 26, 27.

VI. Show stereopticon views of consolidated schools. Get lantern slides from the Department of Extension, University of Texas, Austin, Texas. The only charges will be expressage both ways.

VII. ROUND-TABLE DISCUSSION.

VIII. SOCIAL HOUR:

1. Charade: Con—sol—i—da—tion.

2. Agreement: *To talk about a better school; to work for a better school until we get it.*



## GROUP-STUDY COURSE

### THE SOCIAL WELFARE OF THE COMMUNITY

#### QUESTIONS ON PROGRAM X

1. On an average, how many successive years does the teacher remain in a rural or village school?

2. Mention all the reasons you can think of, that would attract well-prepared teachers to these schools?

3. Does your teacher spend in your school district, seven days each week? If not, where does she spend her week-ends? Can she do her best work for your community under such conditions? Have you ever known patrons who failed to realize that teachers were human beings?; that teachers need some social and recreational life if they are to give their best to the children in their charge? Would it be a wise plan for the patrons to provide social programs for the teacher?

4. Each teacher must have a comfortable, quiet home in which to rest and to prepare her lessons. Can you recall among the school districts you know, many such conditions that promote the teacher's efficiency?

5. The average teacher's salary in Texas is about \$500. Let us suppose that she depends entirely upon this salary for her livelihood. Make out her expense account for a year, including the following items:

- (1) Board and room for 12 months.
- (2) Railroad fare to and from her home; to and from summer school; to and from institute; to and from the county superintendent's office each month.
- (3) Suitable clothes for all seasons and occasions.
- (4) Laundry, entertainments, church, school and missionary money; books, magazines, fuel, etc.
- (5) Summer school.

How can she, if dependent upon her own resources, repay the money she borrowed to get her education? Suppose she has a family; or that she has dependents—teachers and wash-women usually do have.

6. Do you blame our best teachers for leaving the school for a living wage? Can we afford to see our children suffer for lack of trained teachers? Would you entrust that pure-bred colt to a person who knows nothing of the nature or needs of horses, or your shoe to be mended by a cobbler who does not know his trade?

7. An attractive cottage with garden, garage, and other necessary outbuildings may insure a trained teacher. Many school districts are trying it with success. If one small, weak school can not do this, why not ask the neighboring districts to join with you in building one good, strong, centrally-located school?

8. Farmers no longer use mowing blades, flails, "bull-tongue plows." Today, we see on Texas farms the riding plow and cultivator, and the tractor. Shall our schools not also be up-to-date? Is it not their function to train for intelligent citizenship, especially in a time when the whole world is being reconstructed? Our schools must develop character, and produce an efficient and contented population.

9. Do your children learn something about music, art, or the drama at your school? City children have these advantages. A good consolidated school will bring them to your children; and keep the children at home during their high school age when their parents most need them, and when they most need their parents.

10. Are there any young people in your community who have not completed elementary school? Are there any illiterates in your community?

11. Did you know that there were thousands of soldiers in our recent army who were too illiterate to receive orders, or to obey commands in the English language? The U. S. Census of 1910 says that there were in the United States at that time, 5,516,163 who could neither read nor write. Show how this condition is a menace to our government.

12. Have you heard of the "Moonlight Schools" of Kentucky? Could your community do something toward combating illiteracy? Every uneducated person in your community is a drag, not only on your community, but on the whole nation.

13. A Kindergarten is a school for little children between the ages of four and six. The trained teacher takes advantage of this most important habit-forming age to develop through play the ability of the children to observe understandingly, to use their hands deftly, to work because they love to work, to be considerate of others, and to have the best thoughts and feelings. This training may determine the good citizen in later life. California has one of the best laws for public kindergartens. Texas had a good law; but our wise legislators saw fit to repeal it before it had accomplished its end.

Read up on this subject. Your Group-Study library contains bulletins on it.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM X

TOPIC: RURAL SCHOOL IMPROVEMENT (Continued).

Date	Leader
I. PAPER: <i>Preparing Teachers for Leadership in Community-Life Schools.</i>	
References: (1) Bulletin, Rural Education, pp. 20-23. (2) New Ideals in Rural Schools, pp. 105-109. (3) The Rural Teacher and His Work, pp. 94-115. (4) Country Life and the Country School, pp. 252-281, and 188-205.	
II. PAPER: <i>The Course of Study in a Rural Community-Life School.</i>	
References: (1) Bulletin, Rural Education, pp. 19-20. (2) Bulletin, The Great Forward Movement in Education. (3) The Rural Teacher and His Work, pp. 225-260.	
III. TALK: <i>The Parent-Teacher Association—Its Organization and Work.</i>	
References: (1) The Rural Teacher and His Work, pp. 75-78. (2) Bulletin, Beginning and Developing a Rural School, pp. 24, 25, 26.	



(3) See Extension Loan Library bound leaflets from U. S. Bureau of Education and Reading Course for Parents.

(4) The Handbook of Information on Parent-Teacher Associations or Mothers' Clubs.

(5) Country Life and the Country Church, pp. 234-235, and 237.

IV. PAPER: *The Smith-Hughes Act and How It Helps to Build Rural Community-Life Schools.*

References: (1) Bulletin, Federal Aid for Vocational Agriculture in Texas.

(2) A Year's Work in Vocational Agriculture, and Domestic Economy.

(3) State Aid for Rural Schools, Recent Legislation. Send to State Department of Education Austin, Texas, for bulletins on this subject.

V. PAPER: *The Relation of Good Roads to Good Schools and Other Progressive Rural Institutions.*

References: Country Life and the Country School, pp. 108-133.

VI. ROUND-TABLE DISCUSSION:

VII. SOCIAL HOUR:

1. Relate humorous incidents of your school life.
2. Have you ever staged "Ye Village Skewl of Long Ago" by Eleanor Maud Crane? It is a very humorous entertainment in one scene, and to be acted by about fifty grown-ups who dress and play as children. The scene is an old-fashioned country schoolhouse. Price 25 cents. Address, The Eldredge Entertainment House, Franklin, Ohio. Try this entertainment. It can all be impromptu.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## QUESTIONS PRECEDING PROGRAM XI, XII, XIII, AND XIV

1. Who has charge of spending the public money voted for good roads? What officials make the contracts? What do you know about how contracts are made? Do you know why the bank in which the funds are temporarily placed was selected in preference to other local banks? Is it wise to vote funds for public service and fail to know how such funds are handled?

2. Suppose your county votes a small road tax; can each of the four commissioners show valuable results in his district? Why is this impossible? Do such results influence public sentiment for good roads? Why are some people opposed to good roads?

Do you know the limit of road bonds for your county? What cooperation may be given to your community by the State Highway Commission? How are your roads maintained after they are built?

Get the history of the good roads movement in your county. Compare present results with money expended.

How do city streets compare with county roads? Show how the city and county could cooperate for good highways.

How many school boards does the city have? How many does the county have? Compare the number of children and teachers under these respective school governments and the efficiency of the respective systems. Why do the wealthier rural class patronize the city schools?

Every city child has the best of high school advantages; why are the country children debarred from such opportunities? Show how the present system could be remedied.

How is the city school superintendent installed? He is not necessarily a citizen of his city. But what is true of the county superintendent in these respects? How much

of his time does he spend in electioneering for office? Is this economy?

What are his duties? His average salary? (\$1500 to \$1800, in the average county of Texas.) Calculate the cost of a car and the cost of gasoline required to carry his car to the schools in your district a sufficient number of times to be a fair supervisor. How will this expense affect his salary? At present living schedules, will what is left after above expenses deducted from his salary support him and his family?

Using today's standard budget for living, can the county superintendent with no income except his salary be an efficient supervisory officer? Would any other big business permit such uncertain supervision?

Is there any bigger business in a democracy than the business of building good citizens? Can we expect good rural schools without good supervision? Compare the county school superintendent's salary with the salary of the superintendent of the street car company, with that of the county judge, or the sheriff.

Compare the teacher's salary—the average in the United States is \$630 (in Texas, it is less) with a living wage plus funds for professional training. If your schools are in charge of a young, inexperienced teacher, without proper and trained supervision have you made a good business investment? Can you estimate the loss in dollars, much less, the loss in brains?

Can you show any way out of this muddle of county school government? Why not use the whole county as a unit for school administration instead of dividing it into the three systems represented by the city, a number of independent districts, and a declining group of rural schools? What are other states doing about this?

3. Who looks after your county poor? County sick? Report at your next meeting an account of these conditions in your county.

How is the county health officer paid? Is that a living wage? What is the effect of this method of part time? Are your poor and insane kept in your county jail? Report

these conditions at your next meeting on local government. Does the county cooperate with the city on these problems? Why not? Could you give an estimate of the money saved by such cooperation?

What is the use of a county? Who are your county officers? Their legal qualifications? Their functions? How are their salaries paid? How many are elected? Are the best and most capable men in your county holding office? If not, why not? Are election returns always reported? Why not?

Why does the sheriff have one of the highest paid elective jobs? Why is the office of county judge much sought after?

What do you know of the fee system of paying salaries? Is the fee system just? Can you tell why the people of Texas defeated the constitutional amendment concerning the abolition of the fee system? How did your representatives stand on this question?

How are the commissioners paid? Cities are abandoning the aldermanic form of government; why should not the county abolish the commissioners and elect a home rule method as was done by Denver County; Alameda County, California; and other counties. They are discarding the long unwieldy ballot for the short ballot that will permit of locating responsibility. (Read James, "County Government in Texas," and the other books and bulletins on the subject.)

What is the annual cost of our county government? Compare the cost of recent years with that of former years. It will be seen that the expenses of county government, as local needs increase, will increase as do the expenses of state government. Examine the necessary expenditures of our last State Legislature and the state revenues they had at hand.

If we continue to increase expenditures, as we must, if we are to be a great state, and if our revenues remain on pioneer lists—that is, if we fail to increase revenues to meet modern needs—what will be the result? What is the remedy? We can not raise the rate; we are prohibited here by the state constitution. The only solution, say our students



of government, is to raise the taxable value of property more nearly equal to the sale values; or, seek other sources of revenue. Are the owners of bonds, stocks, mortgages, money, and other intangible assets taxed for such holdings? If not, why not? Would such taxes increase our revenue materially without working hardship on small home owners?

If we increase tax valuation, and it is apparent that we must do so, will this step not require greater per cent of production on the lands of Texas?

Have our people ever thought of replacing any of the plant food taken out of the soil by their annual harvests? Will the pristine fertility of the soil remain constant under continued cultivation? Would more intensive methods of farming (for farming is the foundation upon which the prosperity of the state stands or falls) increase production? How can we get our people to see these problems and to solve them aright? Are not the present high cost of living troubles, much of the labor problem, and much of other unrest in the world, the result of the failure to study and solve to the best advantage of *all of our citizens*, the problems of human wants and needs?

Have our schools a vision of these conditions? Why not introduce into all of our rural schools some vocational training in agriculture under trained teacher-leadership, and more humanism in the form of good English and history *well taught*?

Why should each county build a system of rural high schools where such problems could be studied and the results put into practice? Why should each county employ a farm and home demonstration agent? Does your county have the benefit of such help? Does your school receive state aid? Does your school receive the benefit of the Smith-Hughes Act?

Shall we not train our rural population for the life they are to lead as truly as we train the city youth for their form of industrial life? Is it not wiser to spend money for training good citizens than to spend it for more buildings in which to house criminals, paupers, and other mental defectives?

The success of democracy depends upon the education of its people. *Democracy Is Education.*

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XI

## TOPIC: OUR COUNTY GOVERNMENT.

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Date

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Leader

I. PAPER, OR REPORT: *How Our County Builds Good Bridges and Roads.*

1. Give report of local conditions, and experiences.
2. Give general report.

References:

- (1) Bound copy of proof on City and County Government in Texas—Crowell; article —County Government Is Aldermanic Form, paragraph 4.
- (2) Bulletin, County Government in Texas, pp. 17, 18, 21, 24, 31.
- (3) The County—Gilbertson; pp. 94-104.

II. PAPER: *How Our County Administers Its Schools.*

1. Officers: County trustees, county superintendent, county trustees, teachers—their qualifications, salaries, terms of office, and how they are elected.

References: (1) County Government in Texas, pp. 49-53.

- (2) The Annals, etc., County Government, pp. 153-159.
- (3) Texas Rural School Laws, and other bulletins from the office of state superintendent, Austin.

SUGGESTIONS: What are Independent Districts? Why are they organized? What is their effect

upon the remaining rural schools? Which group of schools in your county is best administered—the city schools, the independent district schools, or the little school outside of these? Is this equality of opportunity? Is this a good system for a democracy? How may these conditions be changed for the best interests of all? See “Questions” for more suggestions on this paper.

References:

- (1) City and County Government in Texas, Crowell; Article: County Schools Are Behind Procession, Under Texas Laws. They Are Left Alone to Shift for Themselves.
- (2) Rural School Laws, for material on organizing the independent district.
- (3) County Government in Texas, pp. 85-86.

SUGGESTIONS: Why must the county superintendent of today be a citizen of the county from which he is elected? Does this law always provide the best supervision? Why has it been said that the average Texas county superintendent can not efficiently supervise his schools? The Annals—County Government, pp. 153-165.

III. PAPER: *Suggestions for Future Educational Administration of a County.*

- References: (1) City and County Government in Texas—the last two articles.
- (2) County Government in Texas, p. 74.
  - (3) Bulletins from office of state superintendent, Austin, Texas.

IV. TALK: *How Our County Cares for Its Poor, Its Criminals, and Its Sick.*

1. Report of a survey of local conditions by the chairman of a committee appointed for the purpose.
2. Story of the conditions in a Texas almshouse. (1916.)

Reference: The County—Gilbertson, pp. 266-274.

3. Insane in county jails.

Reference: The County—Gilbertson, pp. 83-94.

V. PAPER: *The Functions of the County and Its Governmental Authority.*

1. Functions of

Reference: County Government in Texas, p. 10, first paragraph; p. 12, first paragraph; p. 15, second paragraph; and pp. 16-20.

2. Governmental authority vested in the commissioners court—consists of—powers and duties of.

Reference: County Government in Texas, pp. 20.

VI. *The Usual Round-Table Discussion of Questions and Papers.*

VII. SOCIAL HOUR: While sipping a cup of tea, plan a Christmas dinner for the old folks at the poor house, the sick at the jail, or a community Christmas tree.



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XII

## TOPIC: OUR COUNTY GOVERNMENT (Continued).

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Date

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Leader

I. PAPER: *Our County Officers.*

1. Name them—those elected by ballot and those who are appointed. See County Government in Texas, p. 74 for the number. Inquire at court house for number of assistants.
2. The County Judge—his qualifications—duties—fees—and salary. Why is his office much sought after?

Reference: County Government in Texas, pp. 29-34.

NOTE: The maximum salary of this officer depends upon the population of the county. What is the population of your county? Then what is the salary of your county officers?

Reference: The Attorney General, Austin.

II. TALK: *Other Judicial Officers of the County—The County Attorney—Sheriff—County Clerk. Their Qualifications—Functions and Sources of Salaries.*

References: (1) County Government in Texas, pp. 34-41.

(2) The Annals, etc., The County, pp. 120-134.

(3) The County—Gilbertson, pp. 104-109.

III. PAPER: *The Financial Officers of the County—  
The Tax Assessor—Treasurer—Auditor.*

Reference: County Government in Texas, pp. 43-49.

IV. PAPER: *A Criticism of Our Methods of Assessing  
Property and Collecting Taxes.*

Reference: (1) City and County Government in Texas—Crowell; article, Assessing Property Is a Modern Science—Few Counties Even Have Accurate Maps from which to Work; also, Separate Assessing Offices Expensive, and County Collectors Need Office System.

(2) California bulletins.

(3) The Annals, etc., The County, Alameda County.

NOTE: With what conflicting obligations are these officers often confronted?

Reference: The County—Gilbertson, pp. 108-112.

What is the remedy for the wide variance between the necessarily increasing revenues to run a modern state government and the limited income?

What is the remedy for "Nullification" in this and other elective county offices?

Reference: The County—Gilbertson, pp. 104-112.

V. PAPER: *Minor County Officers.*

1. County Surveyor—County Health Officer—Inspector of Hides and Animals—Public Weigher—Notaries Public. Name them for your county.

2. What are their qualifications, duties, salaries? How are they elected? How many county officers, including clerks, and assistants, on your county pay roll? How many duplicates of these officers are supported by the government of your county seat? Is this economical? Is it necessary?

Reference: County Government in Texas, pp. 53-57.

VI. PAPER: *Consolidation of City and County Government.*

References: (1) County Government—Crowell; articles (1) County Governments Costs Most in City, (2) City and County of Denver Are Now One, (3) Mayor Appoints Most of Denver Officials.

(2) The County—Gilbertson, pp. 151-168.

(3) The California bulletins.

VII. ROUND-TABLE DISCUSSION.

VIII. SOCIAL HOUR: This period could include as a "social mixer," the following game entitled, "The Game of County Officers."

*Preliminary Work:* Have some one prepare before hand a list of all the county officers from the lowest and most obscure to the highest and best known. Place each of these names on a separate slip of paper. Do not overlook truant officer, members of the county board of education, the local school trustees, local justice of peace, the constable, road overseer, etc. Have some other member collect a list of funny stunts. See "Ice-Breakers" and Bancroft's Games in your Group Study library. This list may be supplemented by original stunts.

*The Aim of the Game* is to test the players ability to associate the title of the county officer with his name. In one case, the clue is the name; in another, the title. An error requires a fine in the form of a stunt on the part of the person who has failed to associate the correct name with the title.

*How to Play the Game:* As many persons as there are county officers have pinned upon their backs one of the slips of paper upon which is written, unknown to him a name of one of the county officers. The other members of the group are plain citizens. As each player mixes among his associates, he sees (*but must not tell*)

the name upon his neighbor's back. He must then connect the proper title with the name and address this neighbor with that county official's title. Suppose for instance, that John Smith is county judge; as the player looks at this name and recognizes it to be the name of the county judge, he addresses his neighbor thus: "How are you Mr. County Judge?" Whereupon, the person addressed as judge, replies (provided he knows the name of his county judge), "I am Judge John Smith of . . . . . County." In case either or both make a mistake, a stunt fine must pay the penalty. Each may check the other. The citizens may also address the tagged members in the above manner. Their special function, however, will be to record the names of those who make errors; and when "Time" is called, they file complaint to the Justice of the Peace who then sends his constable out to bring the offenders, one at a time, before the bar of the court. Here, a swift and brief mock trial in a "J. P. Court" will take place—something after this fashion: The Justice asks, "Of what is the defendant accused?"; The County Attorney then reads the complaint; the Justice then addresses the prisoner: "Do you plead guilty or not guilty?"

If the plea of "guilty" is given, no evidence need be produced, and the Justice immediately pronounces the sentence—one of the stunts from the agreed list. The stunt is performed at once.

If the plea is "not guilty," evidence on both sides will be produced. In this case, defendant may demur to testimony produced. The Justice will then immediately decide the case and affix the penalty. In these "cases," the jury system might make the trial too tedious; but in case one of the players wishes to try out that phase of the trial, the jury will then be the judges of the law and the facts.

Another feature which could add to the interest of the game, is that of fining for contempt of court any unseemly and undignified conduct, such as laughing aloud, talking, and general inattention to the court. The constable will take charge of this business.

If the members of the group will enter into the spirit of



the game, take pains to inform themselves on the proceedings of a "Texas J. P. Court," the occasion will prove one of real entertainment and of some information on local government. A member with legal experience could lend his help to great advantage.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XIII

TOPIC: OUR COUNTY GOVERNMENT (Continued).

Date	Leader
I. PAPER: <i>A Bit of the History of an American County which Has Become a Creature of Tradition and a "Jungle."</i>	
Reference: The County—Gilbertson, pp. 9-45. See chart on first page.	
II. PAPER: <i>The Relation of the County to Machine Politics.</i>	
References: (1) The County—Gilbertson, pp. 43-57. (2) The Annals, etc., The County, p. 241.	
III. TALK: <i>County Budgets.</i>	
Reference: The Annals, etc., The County, pp. 199-213.	
IV. TALK: <i>The Fee System, Its Possible Abuse; What Is the Short Ballot?</i>	
References: (1) Article, Sheriff Has Highest Paid Elective Job City and County Government—Crowell. (2) The County—Gilbertson, pp. 145-151.	
V. PAPER: <i>A Criticism on Our Present Texas County, with Suggestions for a New Organization.</i>	
Reference: (1) County Government in Texas, pp. 75-87. (2) California bulletins.	

NOTE: Enlarge by crayon drawing on manila paper the chart on page 74 illustrating both the old and new plan of county government. Discuss their relative value. Some general criticisms are given by Gilbertson, pp. 193-206.

VI. PAPER: *County Home Rule.*

1. What is it?
2. Los Angeles County, California, an example—  
How it works.
3. The Charter: The County—Gilbertson, pp. 219-257.

References: (1) The County—Gilbertson, pp. 145-151, 191 and 247-269.

(2) The Annals, etc., The County, pp. 229.

(3) Short Ballot Bulletin.

VII. TALK: *Teaching Local Government in the Elementary and High Schools.* Good Government Clubs.

References: (1) The County, Gilbertson, pp. 204-205.

(2) Bulletin, The Teaching of Community Civics.

(3) Bulletin, Suggestions for Teaching Civics in the High Schools of Texas.

(4) State school textbook.

(5) The "Outlook," beginning with September, 1919.

VIII. ROUND-TABLE DISCUSSION on "Questions" and Papers. This might take the form of a debate on "Home Rule vs. Consolidation."

IX. PAPER: *What Is the Poll Tax, and Why Should Women Pay It?*

For literature, write to Mrs. Jeffrey Ames, President of Women League of Voters, Georgetown, Tex.

X. SOCIAL HOUR: Hold an election modeled after the usual county election, including request from the commissioners for the election to the counting of the votes, and report of same.

Vote on Home Rule, or Consolidation for County Reorganization.

Could you help your teacher to organize for her school a system of self-government illustrating a model county government?

NOTE: A lecturer for this series of study programs can be obtained by addressing The School of Government, University of Texas, Austin, Texas.



## GROUP-STUDY COURSE

### THE SOCIAL WELFARE OF THE COMMUNITY

#### QUESTIONS AND INFORMATION ON PROGRAM XIV

NOTE: Get this material printed in your local papers. Perhaps some public-spirited stenographer will copy it on his machine for general distribution.

“Reading is the mother of learning.”

“The greatest thing any child does is to learn to read; and one of the greatest things a teacher can do is to direct a child to this magic power so that it shall indeed prove a passport to the skies and not to the literary slums.”

“Probably seventy per cent of the entire population of this country have no access to any adequate collection of books or to a public reading room. In only one-third of the counties of the United States is there a library of 5000 volumes or more. In only about 100 of these, do the village and country people have free use of the libraries. In this as in so many other things the very people who need help most and who would be most benefited by it, have been neglected.”—Dr. P. P. Claxton, U. S. Commissioner of Education.

1. Do all the children in your community have access to good books suitable to their needs? If not, has your school been a success?

2. Children, as well as healthy adults, crave companionship. In good books they can always find good companionship. Your boy's book playmates, with whom he should associate each day, will never quarrel with him, nor bully him; but he may learn from them to be brave, self-reliant, manly, quick to do for others, and to set his face toward the light.

Are you helping to provide your child and your neighbor's child with such society?

3. Said a successful man a short time ago: "The reading of that book marked the beginning of my road to better things." He spoke for many others to whom a book has become a signboard on the road to success in life—to a better home, a better business, and better citizenship.

4. *Ninety-four* per cent of our young people never get into college. It is also said that *ninety* per cent never go to school after the age of fourteen years. To them the public library is a college and a university. Does not the county, and the state owe them the privilege of such instruction? "Am I my brother's keeper?" The Great War taught us the affirmative answer to this question.

5. Think of the lonely, the old, the helpless, in this county to whom a book would be an inestimable boon. A new lease on life could be given them by the county library with its sub-station for placing books in small communities, with its traveling pictures, its victrola records of great music and great speeches, its magazine and papers.

Look up the Texas County Library Law and its recent amendment, and find out how easily these wonderful things can be accomplished for your county. This material is in your Group Study Library.

6. A good library in this county would help us to become better farmers; help that boy to satisfy his mechanical bent; help this girl to reach her aim in the study of art; help the community to organize and conduct a music club, a health club, and to accomplish many other things of general uplift.

7. Where should this public library be established? Where shall we get trained librarians? How can we get help from this library in our schools, our clubs, our churches, our homes? We need this help. But first of all where can we get the money to establish it?

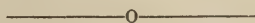
8. The following is part of the County Library Law of Texas—"On their own initiative, or when petitioned to do so by a majority of the voters of that part of the county

to be affected by this act, the *commissioners court shall* proceed to provide for the maintenance of such library according to the further provision of this Act." Read the rest of it. Shall we not at once begin to tell all our folks of this, and of the value of the library? Of the great good all can receive from it? As soon as the people understand, they will be glad to do this.

9. Who shall pay for it? Who pays for all the other items in the county budget? Would you begrudge five cents on every hundred dollars worth of the tax valuation of your property for such a great institution? It may be that even this small sum would, in your county, be paid largely by corporations; by individuals who can afford to do it, and be glad to do it since they may own large sections of valuable land and other assets on the county's usually low assessed valuation lists.

10. A majority of inhabitants of Texas are country people; and more than half of our farmers are renters many of whom have not even been benefited by the compulsory education law. They want to know about this great opportunity. Why not all help to start a publicity campaign for a county library? An energetic committee can secure the necessary signers for the required petition. "*Do it Now*" before the county budget is completed.

11. If you have a school library, are you keeping a permanent, correct record of the books? Are your books suited to the needs of the various grades? If not, why not? Are your books installed in a proper case? Are you teaching the children to make proper use of them? Do they attract the children? Do the home folks make use of these books? Are they read during vacation?



## A CURE FOR BOLSHEVISM

"Teach men to read good books, and they will aspire; teach them to aspire, and they will work; guarantee them a living wage and they will rise."

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XIV

## TOPIC: THE COUNTY LIBRARY.

Date	Leader
<p>I. PAPER: <i>The Work of the Brumback Library of Van Wert County, Ohio.</i></p> <p>1. General introduction. Reference: The County Library, pp. V and VI, Introduction.</p> <p>2. The central library. Same reference—pp. 125-133.</p> <p>3. The branch libraries—their work. Same reference—p. 133.</p> <p>4. Work in the Schools. Same reference—pp. 182-203.</p> <p>5. Some future possibilities—pp. 2-3-210.</p> <p>II. PAPER: <i>Work of the California County Library.</i></p> <p>1. As reported at the 1919 California Library Convention. Reference: News Notes of California Libraries, April, pp. 139-160; and the News Items on pp. 170-202, of the January and July numbers of the same magazines.</p> <p>III. TALK: <i>A Brief History of the Brumback Library, and of the California County Library.</i> References: The County Library, pp. 11-88; News notes of California Libraries for January, pp. 6-14.</p> <p>IV. TALK: <i>The Revised County Library Law of Texas.</i></p> <p>1. Review each section briefly. Reference: Copy of Senate Bill No. 80.</p>	



V. ROUND-TABLE DISCUSSION: How to get our county library.

VI. SOCIAL HOUR:

Roll Call answered by "Reasons why we need a county library."

Follow this exercise by an old fashioned game of Authors. Get a set of these cards from your book store, or make them.

The school children—third and fourth grade could present the little drama of "The Pen and Inkstand." (See Book IV, of *Children's Classics in Dramatic Form.*) Address Houghton Mifflin Co., Boston, Mass.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## QUESTIONS ON PROGRAM XV AND XVI

1. What is *morale*? Why did the soldiers need to keep up their *morale*? Is it a valuable quality for the rest of us? What are we doing to keep it up? Why did the Government provide regular play and recreation programs for the soldiers in training camps?

Outside of these camps, there are about a hundred million more people who also need to think straight, work patiently, and cooperate for valuable ends during this post-war period of world unrest. They, too, need "the merry heart that doeth good like medicine."

Life's rhythm is made up of alternate activities in work and play. We cannot break up this order if we would keep both physically and mentally fit—if we would keep from becoming what our friends call "a grouch."

2. Shall we not mitigate depression, sadness, loneliness, monotony, and other forms of social starvation by some happy change of activity? Some healthful amusement or exercise?

How does a good home provide for these things? A good school? A good community? Shall we not each day feel the joy of living; see a beautiful world still more beautiful? How can we help to promote this spirit in our community?

3. Do you ever have at your schoolhouse an old-fashioned singing? When did you give the mothers in your community a quilting party? The Red Cross society does not need so many workers as formerly; what are you substituting for this form of "get together?" For the co-operation in this once active community council that brought the remotest citizen in close touch with our Government?

Just now, we do not need socialization for war, but we do need it for promoting the arts of peace, and for restoring an economic equilibrium. What are we doing here?

Has your county a farm, and a home demonstrator? A county superintendent? Use them. Encourage them by support in your proposed community efforts for better schools, better homes, and better farms.

4. Have you ever helped to plan a series of monthly entertainments at your schoolhouse? Try it. Is not this an opportunity for winning your young people for valuable expenditure of leisure; for keeping their parents "young"?

5. Have you ever noticed how young animals love to play? Without such preparation for life as the kitten in playing with the ball, as the puppy receives while leaping upon your slipper and sharpening his teeth by chewing at it and other hard things, these animals could never survive.

Children are the most helpless of all the young things that come into the world. Opportunity for free, joyous, self-forgetful play must be provided for them at the proper time by their parents and teachers. If not provided at the proper time, the child will remain a dwarf in those impulses which nature has given to him for training in the most fundamental things.

Do you play with your children? What playthings and playmates do you provide for your children at home and in school? These are as necessary for the proper physical, mental, and spiritual development of the child as are food and books.

6. How is your school equipped for play? Is there a good, big play-ground with ample room for ball grounds? Have you ever thought that swings, see-saws, swinging rings, a giant stride, and a horizontal bar are as much needed in equipping a good school as is the school room itself? Here is good work for your parent-teachers association.

7. Do you ever give your boy a half-holiday to play baseball? Better still, do you play with him? Do you ever

take him and his chums out on a swimming party, a fishing party, or a week-end camping trip?

Have you ever interested the young people in your community in the Boy Scouts? The Camp Fire Girls? Try it. Stick to it. These organized groups satisfy the gang spirit, and inculcate good habits.

8. Since we have won prohibition, what are we doing to build to a substitute for the saloon as a social center?

What are we doing to substitute some valuable and attractive recreation for the public dance hall? *Now* is our time to do this—to work just as hard for a good substitute as we did for the eradication for these evils. Yes, it takes money. It took money to keep up the saloons, and their associate activities. Our schoolhouses can become the center for supervised social life. Let us organize for educational picture shows at the schoolhouse; for community parties; lyceums; music clubs; discussion clubs; school and community fairs, a school band, dramatic clubs, and reading clubs.

What can your study club do for this great work of community recreation? Did you attend your district and county interscholastic meet this year? Be sure to go next time and help a good thing along. Join the school debating club. Help your teacher organize a school and community fair.



## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XV

## TOPIC: COMMUNITY RECREATION.

.....  
Date

.....  
Leader

I. PAPER: "*The Play's the Thing.*"

## 1. Story of "The Little Country Theatre."

Reference: Bulletin, Dynamic Social Forces.  
Bulletin on Community Music and Drama,  
p. 6-10.

2. Picture (p. 10 of Bulletin, School and Community Fair) of group of young and old who have organized a local dramatic club for their community. Why not appoint a committee to write a play based upon the life and history of this community? Nothing brings people to the schoolhouse in greater numbers or with greater expectation for an enjoyable evening, than a good amateur performance of a good play.

For a catalog of plays, write: The Eldridge Entertainment House, Franklin, Ohio.

II. A TALK AND A STORY: *The Story Telling Art and Some Good Stories for Children.*

## 1. The purpose of story-telling.

Reference: How to Tell Stories to Children  
pp. 1-29.

## 2. Selection of stories to tell.

Reference: Same as above: pp. 29-57; also  
Best Stories to Tell Children.

## 3. How to tell Stories.

Same reference: pp. 83-110.

4. Several stories well told by members of the group and by the school children. If preferred, this feature may be retained for the social hour.

### III. TALK OR PAPER: *The State University Interscholastic League.*

NOTE: If possible, assign this part to the teacher who has taken active part in the work from her school literary society to the final state meet at Austin.

1. How it awakens school, home, and community.
2. Aim of—

Reference: University Bulletin, No. 1830, p. 7.

3. Brief history of.

Same page as above reference.

4. Constitution and rules of—

Same bulletin, pp. 11-15.

5. Activities of—

Same bulletin, pp. 10 (Describe a district, county, or state meet.

6. Show illustrations in above bulletin; describe prizes and their uses. Same bulletin, p. 66.

7. The school literary society work prepares for state meet.

Reference: University of Texas Bulletin, No. 35, pp. 5-7, and table of contents.

### IV. REPORT of a Survey of *How Our Folks Spend Their Leisure Time—Their Demand for Something More than Working, Eating and Sleeping and How It Is Met.*

### V. PAPER: *Community Music.*

References: (1) Introduction and Suggestions in Texas Community Song Book. Sing "Old Folks at Home," p. 49.

(2) Bulletin, Wider Use of the School Plant, p. 75.

(3) Play and Recreation, Curtis, p. 218.

- (4) Bulletin, Iowa's Children and Communities at Play, pp. 15-17.
- (5) Bulletin, Play and Recreation—Indiana Bulletin, pp. 23-30.
- (6) A Victrola Concert.
- (7) Bulletin, Community Music and Drama.

SING: "The Eyes of Texas are Upon You"—University Community Song Book, p. 1.

- (8) How can we organize a music club for this community?

VI. PAPER: *The Uses of Play.*

Reference: Bancroft's Games for the Playground, Home, School, and Gymnasium, pp. 10-24.

VII. ROUND-TABLE DISCUSSION: Answer roll call by names of games you played when a child; or games you play today.

VIII. SOCIAL HOUR: An old-fashioned party. Each member comes prepared to lead in a good name. Why not revive Virginia Reel, Pop-Goes-the-Weasel, charades, circle games or quiet games—something to suit the place and season?

References: Ice Breakers, and Bancroft's Games.

NOTE: Your teachers would enjoy the use of your library books, games, and stories.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XVI

## TOPIC: COMMUNITY RECREATIONS (Continued).

.....  
Date

.....  
Leader

I. PAPER: *Plays and Games for Children.*

## 1. At Home.

## Reference:

- (1) Play and Recreation—Curtis, Intro.  
and pp., 154-180.

## 2. At School.

## References:

- (1) Play and Recreation—Curtis, pp.  
104-141; 43-87.  
(2) U. of T. Bulletin—Play and Athletics,  
No. 1832.  
(3) Bulletin—Iowa's children and Communities  
at Play, pp. 43-55.  
(4) Bulletin: Some Inexpensive Play-ground  
apparatus.

II. PAPER: *Play and Recreation for the Older Boys and Girls.*

## References:

- (1) Play and Recreation, Curtis, pp. 104-154.

NOTE: If possible have the leaders of the Campfire Girls and the Boy Scouts make talks here.

- (2) Bulletin: Neighborhood Play.

III. TALK: *Some Recreations for the Farmer and His Wife.*

Reference: Play and Recreation, Curtis, pp. 154-180.



IV. PAPER: *Great Need for Leaders in Organizing Rural Recreation; Their Work.*

1. Some possible leaders.

Reference: Play and Recreation, Curtis, pp. 187-199.

2. Methods and center of work.

Reference: Same as above, pp. 199-255.

V. A *Community Pageant*.

References:

(1) Play and Recreation, pp. 99-103.

(2) Bulletin—Iowa's Children and Community at Play, pp. 20-33.

(3) \*Work out a plan for a Texas pageant. Use this one, A Play for San Jacinto Night; or write one to suit your local conditions, and use it.

(4) Community and Drama, p. 9.

VI. PAPER: *A Review of Jackson's, "The Community Center."*

VII. ROUND-TABLE DISCUSSION of Questions and Program.

VIII. SOCIAL HOUR: Refreshments—coffee or tea, and sandwiches—served by the girls in the home economics class.

Roll call answered by giving a description of some valuable recreational feature that could be presented at the schoolhouse.

Have some one take note of these suggestions. Appoint a committee to select from them and from other sources a series of entertainments for the year, and report at some future meeting.

Have the school art class make booklets containing this information. Be sure to include in this list a school and community fair, Interscholastic League meets, a good drama presented by the

\*Write to the Extension Department, Division of School and Community Interests for help on working out your pageant.

“post-graduates” of the community, a semi-monthly singing club, the public meetings of school literary society, and a pageant.

For other suggestions see Play and Recreation.

NOTE: The package of bulletins on recreations, contains other valuable articles than those mentioned in the program. If the club wishes to study this subject further, reviews on the following would be very instructive:

1. Report of Committee on Folk Dancing.
2. Leisure Time the Last Problem of Conservation—Collier.
3. A Fundamental and Far-Reaching Attempt at Democracy—Brancher.
4. Can the Child Survive Civilization?—Hutchinson.
5. Bibliographies of Plays and Stories for Children.
6. Programs for Schoolhouse Meetings (In the press, a University bulletin, Our February School Celebrations).
7. School-closing Exercises. University of Texas Bulletin.
8. List of selected and tried entertainments on p. 57-8 of Beginning and Developing a Rural School.
9. The Extension of Education—Perry.

## GROUP-STUDY COURSE

## THE SOCIAL WELFARE OF THE COMMUNITY

## PROGRAM XVII

## TOPIC: THE KINDERGARTEN.

Date	Leader
I. TALK: <i>What Is A Kindergarten?</i> Reference: Bulletin, Kindergarten Legislation, pp. 17-18.	
II. TALK: <i>A Factor in Conservation and Americanization.</i>	
III. PAPER: <i>Kindergarten Practice.</i> Reference: Bulletin, Kindergarten Education, pp. 4-6.	
IV. PAPER: <i>The Curriculum.</i> Reference: Bulletin, The Curriculum.	
V. <i>A Kindergarten Survey.</i> Reference: Bulletin, Kindergarten Education, pp. 12-15.	
VI. TALK: <i>Kindergarten Legislation, Texas.</i> (Compare California and Texas.) References: (1) Kindergarten Legislation, pp. 9-17. (2) California Kindergarten Law, pp. 29-30. (3) Information on Texas Law, p. 28, footnote 6.	
VII. TALK: <i>Kindergarten Methods in the Home.</i> References: See articles by mothers in Training Little Children.	

VIII. TALK: *The Prime Need of Trained Teachers Who Understand and Love the Work.*

Reference: Bulletin, Kindergarten Training Schools, pp. 5-9, also pp. 54-63.

IX. ROUND-TABLE DISCUSSION.

X. SOCIAL HOUR: Kindergarten games and songs.

## SOMEBODY SAID

"Somebody said that it couldn't be done,  
But he with a chuckle replied  
That maybe it couldn't, but he would be one  
Who wouldn't say so 'till he'd tried.  
So he buckled right in with the trace of a grin  
On his face. If he worried he did it.  
He started to sing as he tackled the thing  
That couldn't be done, and he did it."

"Somebody scoffed: 'Oh, you can never do that,  
At least no one ever has done it.'  
But he took off his coat and he took off his hat,  
And the first thing we knew he'd begun it.  
With a lift of his chin and a bit of a grin,  
Without ever dreaming he'd quit it,  
He started to sing as he tackled the thing  
That couldn't be done, and he did it."

"There are thousands to tell you it cannot be done;  
There are thosaunds to prophesy failure;  
There are thousands to point out to you one by one,  
The dangers that wait to assail you.  
But just buckle right in with a bit of a grin,  
Then take off your coat and go to it.  
Just start in to sing as you tackle the thing  
That cannot be done, and you'll do it."

—Anon.



## BIBLIOGRAPHY OF BOOKS AND PAMPHLETS

## Health

1. *First Book of Health*. Hartman and Bibb. World Book Co. 35 cents.
2. *Healthy Living*. Winslow. C. E. Merrill. 72 cents.
3. *How to Live*. Fisk and Fisher. Life Extension Institute, New York City, N. Y. \$1.00.
4. *How Children Can Grow Strong for Their Country*. Winslow. C. E. Merrill. 52 cents.
5. *Preventable Diseases and Care of the Sick*. Miscellaneous Publications No. 17, U. S. Health Service. Free.
6. *Rural Hygiene*. Ogden. Macmillan. \$1.50.
7. *Sanitation and Physiology*. Ritchie. World Book Co. \$1.20.
8. *The Human Body and Its Enemies*. Hartman and Bibb. World Book Co. 65 cents.

## Rural Education

1. *Country Life and the Country School*. Carney. Row, Peterson. \$1.25.
2. *The Rural Teacher and His Work*. Foght. Macmillan. \$1.40.
3. *New Ideals in Rural Schools*. Betts. Houghton Mifflin. 60 cents.
4. *The Brown Mouse*. Quick. Bobbs-Merrill Co. \$1.25.

## Recreation

1. *Best Stories to Tell Children*. Bryant. Macmillan. \$1.50.
2. *Community Center Activities*. Perry. Russell Sage Foundation, New York City, N. Y. 25 cents.
3. *Games for Home, School, and Gymnasium*. Bancroft. Macmillan. \$1.50.
4. *How to Tell Stories to Children*. Bryant. Macmillan. \$1.00.
5. *Ice Breakers*. Geister. Y. W. C. R. Publishing House, 600 Lexington Avenue, New York City, N. Y. \$1.00.
6. *Texas Community Song Book*. Bulletin Clerk, University of Texas, Austin, Texas. 10 cents.
7. *Play and Recreation in the Open Country*. Curtis. Ginn. \$1.32.

## County Government

1. *The County*. Gilbertson. Published by The Short Ballot Organization, New York City, N. Y. \$2.00.
2. *The County Library*. Antrim. The Pioneer Press, Van Wert, Ohio. \$2.00.
3. *The Annals*, Vol. XLVII, *County Government*. American Academy of Political and Social Sciences, 36th and Woodland Avenue, Philadelphia, Pa. \$1.00.

## BIBLIOGRAPHY OF BULLETINS

## Home and School Sanitation

1. *Annual Report of the Bureau of Sanitary Engineering.* Texas State Board of Health, Austin, Texas.
2. *A Sanitary Closet Suitable for Rural Districts.* Texas State Board of Health, Austin, Texas.
3. *Control of Communicable Diseases.* U. S. Public Health Service.
4. *Cleanliness and Health.* \*University of Texas Bulletin.
5. *Concrete Septic Tanks.* Portland Cement Association, Dallas, Texas.
6. *David and the Good Health Elves at Play.* National Tuberculosis Association, 381 Fourth Avenue, New York City, N. Y. 8 cents.
7. *Farm Home Conveniences.* †U. S. Department of Agriculture.
8. *Good Water for Farm Homes.* U. S. Public Health Service.
9. *Health Crusader's Rules.* Texas Public Health Association, 616 Littlefield Building, Austin, Texas.
10. *Health Essentials for Rural School Children.* Committee on Health Problems of National Council of Education, 525 West 120th Street, New York City.
11. *Principles of Menu Making.* University of Texas Bulletin.
12. *Rural Home Sanitation.* Texas State Board of Health, Austin, Texas.
13. *Rural School Sanitation.* U. S. Public Health Service.
14. *Safe Sewage Disposal of Human Excreta in Unsewered Homes.* U. S. Public Health Service.
15. *Sane, Sanitary, Safe and Simple.* San Antonio Sewer Pipe Works, San Antonio, Texas.
16. *School Grounds, School Buildings, and Equipments.* State Department of Education, Austin, Texas.
17. *Water Supply and Sanitation.* University of Texas Bulletin.
18. *Water Systems for Farms.* U. S. Department of Agriculture.

## Communicable Diseases, Causes and Prevention

1. *A Clean-up Campaign.* Loan Library, University of Texas.
2. *Clean-up Day at the Schoolhouse.* University of Texas Bulletin No. 1728.

## Community Clean-up

1. *Child Health Alphabet.* §Child Health Organization, 156 Fifth Avenue, New York City, N. Y.
2. *Climate and Tuberculosis.*
3. *Common Colds.*
4. *Contagious Diseases.*
5. *Diphtheria.* Metropolitan Life Insurance Co., New York City, N. Y.
6. *Health of School Children.*
7. *Measles.*
8. *Mental Hygiene.*
9. *Necessity for Safe Water Supply.*
10. *Scarlet Fever.*

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\*Address University of Texas, Austin, Texas, for University of Texas Bulletins.

†For all U. S. Bulletins address Washington, D. C.

§When the address is not given, the Health Bulletins may be obtained from the U. S. Public Health Service.

11. *Sleeping and Sitting Out in the Open Air.* National Tuberculosis Association, New York City, N. Y.
12. *Smallpox and Vaccination Against.*
13. *Spanish Bulletin on Tuberculosis.* National Tuberculosis Association, New York City, N. Y.
14. *The Citizen and Public Health.*
15. *The Friedman Treatment for Tuberculosis.*
16. *The Road to Health.*
17. *Trachoma—Nature and Prevention.*
18. *Trachoma—Character and Effects.*
19. *Transmission of Diseases by Flies.*
20. *Tuberculosis—Its Nature and Prevention.*
21. *Tuberculosis—Its Predisposing Causes.*
22. *Tuberculosis—Municipal Care and Supervision.*
23. *What You Should Know About Tuberculosis.* Texas Public Health Association, Austin, Texas.
24. *Typhoid Fever—Its Causes and Prevention.*
25. *Whooping Cough.*
26. *Health Almanac for 1919.*

### Disastrous Local Diseases

1. *Anti-malarial Measures for Farm Houses and Plantations.*
2. *Lessons on Cause and Prevention of Malaria.*
3. *Malaria Control. Drainage as an Anti-malarial Measure.*
4. *Prevention of Malaria—Screening the Home.*
5. *Quinine Prophylaxis for Malaria.*
6. *What the Farmer Can Do to Prevent Malaria.*
7. *Pellagra: Its Nature and Prevention.*
8. *Sanitary Privies Prevent Hookworm Disease.* Texas State Board of Health, Austin, Texas.
9. *The American Murderer and The Story of a Boy Who Did Not Grow Up to Be a Tall Strong Man.* Texas State Board of Health, Austin, Texas.

### \*Care of Mothers

1. *Care of the Mother.*
2. *Infant Mortality.*
3. *Is Your Child's Birth Recorded?*
4. *Laws Relating to Mothers' Pensions.*
5. *Maternal Mortality.*
6. *New Zealand Society for the Health of Women and Children.*
7. *Outline for a Birth Registration Test.*
8. *Prenatal Care.*
9. *Progress in Rural Work for Infant and Maternal Welfare.*
10. *Save the Youngest.*

### Child Care

1. *Adenoids.*
2. *Administration of Child Labor Laws.*
3. *Backward or Deficient Children.* Extension Loan Library, University of Texas.
4. *Better Babies on Texas Farms.* Extension Loan Library, University of Texas.
5. *Child Care—Pre-School Age.*
6. *Eight Illustrated Leaflets on Child Care.*

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\*For these bulletins address U. S. Department of Labor, Division of Child Welfare, Washington, D. C.

7. *Food for Young Children.* Hunt. Farmers' Bulletin No. 717. U. S. Department of Agriculture.
8. *Food for Infants and Growing Children.* University of Texas Bulletin.
9. *Heat and Infant Mortality.* U. S. Public Health Service.
10. *Infant Care.*
11. *Milk, The Indispensable Food for Children.*
12. *Milk, The Best Food We Have.* U. S. Department of Agriculture.
13. *Norwegian Laws Concerning Illegitimate Children.*
14. *Package of Bulletins on Sex Education.* The Texas State Board of Health, Austin, Texas.
15. *Pure Milk and How to Get It.* University of Texas Bulletin.
16. *School Lunches.* Farmers' Bulletin No. 712. U. S. Department of Agriculture.
17. *Safe Milk for the Small Town.* U. S. Public Health Service.
18. *The Care of the Baby.* U. S. Public Health Service.
19. *The Summer Care of Infants.* U. S. Public Health Service.

### Child Welfare

1. *A Baby Welfare Exhibit.* Home Economics Department of Extension, University of Texas.
2. *Baby-Saving Campaigns.*
3. *Baby-Week Campaigns.*
4. *Child Welfare Exhibits.*
5. *How to Conduct a Children's Health Conference.*
6. *Material for Child Welfare Conferences.* University of Texas Bulletin.
7. *Schoolhouse Meeting—Child Betterment.* University of Texas Bulletin.
8. *Summary of Child Welfare Laws.*
9. *The Employment of Certificate System.*
10. *The States and Child Labor.*
11. *Vital Statistics Manual.* Texas State Board of Health, Austin, Texas.
12. *What the Baby Health Conferences Teach.* University of Texas Bulletin.

### Public Health Nurse and County Hospital

1. *Children's Health Centers.*
2. *Diet for the School Child.* U. S. Bureau of Education, Washington.
3. *Feeding the Child.*
4. *Good Health Chart.* U. S. Bureau of Education.
5. *Manual Modern Health Crusaders.* National Tuberculosis Association, 381 Fourth Avenue, New York City, N. Y.
6. *Measuring Chart.* U. S. Bureau of Education.
7. *Medical Inspection.* North Carolina State Board of Health, Raleigh, N. C.
8. *Simple Course in Home Economics.* University of Texas Bulletin.
9. *Story of a Red Cross Nurse.* Town and Country Nursing Service, American Red Cross, Washington, D. C.
10. *Summer Health and Play School.* U. S. Bureau of Education.
11. *Standards of Nutrition and Growth.* Child Health Organization, 289 Fourth Avenue, New York City, N. Y.
12. *The County Hospital.* Extension Loan Library, University of Texas, Austin.
13. *The Modern Health Crusade.* Texas Public Health Association, 616 Littlefield Building, Austin, Texas.
14. *The Public Health Nurse.* Texas Public Health Association, 616 Littlefield Building, Austin, Texas.
15. *Upbuilding a Nation's Strength.* U. S. Bureau of Education.
16. *Wanted, Teachers to Enlist for Child Health.*
17. *War Prices and Undernourished Children.* U. S. Bureau of Education.
18. *What Is Malnutrition?*
19. *What to Feed the Children.* University of Wisconsin.

## School Improvement

1. *A Modern School*. The General Education Board, 61 Broadway, New York City.
2. *A Year's Work in Vocational Agriculture. Animal Production*. State Board of Vocational Education, Austin, Texas.
3. *A Year's Work in Vocational Agriculture.—Plant Production*. State Board of Vocational Education, Austin, Texas.
4. *Better Country Schools for Missouri*. Agricultural Extension Department, Harvester Building, Chicago, Ill.
5. *Centralized, Graded and Model Schools*. State Superintendent of Education, Oklahoma.
6. *Changes Needed in American Secondary Education*. General Education Board, New York City, N. Y.
7. *County-Unit Organization for School Administration*. U. S. Bureau of Education.
8. *Domestic Economy in the Schools*. University of Texas Bulletin.
9. *Educational System of Rural Denmark*. U. S. Bureau of Education.
10. *Federal Aid for Vocational Agriculture in Texas*. State Department of Education, Austin, Texas.
11. *Material for Parent-Teachers' Association*. Extension Loan Library, University of Texas Bulletin.
12. *1918-19 Reports of Louisiana Public Schools*. State Superintendent Public Education, Baton Rouge, La.
13. *Roads and Pavements*. University of Texas Bulletin No. 1735.
14. *Rural Education*. U. S. Bureau of Education.
15. *School Grounds, School Buildings*. State Superintendent Public Instruction, Austin, Texas.
16. *Sex Education*. U. S. Bureau of Education.
17. *Some Recent School Legislation*. State Department of Education, Austin, Texas.
18. *Summary on Consolidation*. State Department of Education, Austin, Texas.
19. *Teachers' Cottages*. The National Lumber Manufacturing Association, Chicago.
20. *The Co-operative School*. U. S. Bureau of Education.
21. *The Farragut School*. U. S. Bureau of Education.
22. *The Great Forward Movement in Education*. Agricultural Extension Department, Harvester Building, Chicago, Ill. 6 cents.
23. *The Rural School Messenger*. Division of Rural Education, Kirksville, Mo. 25 cents.
24. *Winnebago County, Illinois, Schools*. Catalog of County Superintendent, Rockford, Ill. 25 cents.
25. *Advising Children in Their Choice of Occupation*.
26. *Beginning and Developing a Rural School*. University of Texas Bulletin.
27. *Care and Preservation of Food in the Home*. University of Texas Bulletin.
28. *How to Vitalize Agriculture Teaching*. Agricultural Extension Department, International Harvester Co., Chicago, Ill.
29. *I. H. C. Lecture Charts*. Harvester Building, Chicago, Ill.
30. *Rural School Supervision*. U. S. Bureau of Education.
31. *The Beautification of Home and School Grounds*. University of Texas Bulletin.
32. *The Furnishing and Decoration of a Home*. University of Texas Bulletin.
33. *The Planning of a Simple Home*. University of Texas Bulletin.
34. *The Visiting Teacher*. U. S. Children's Bureau.
35. *Why a 1919 War Savings Society?* F. M. Smith, 1312½ Commerce Street, Dallas, Texas.
36. *Art Catalog*. Elson Art Co., Belmont, Mass. Perry Picture Co., Malden, Mass.
37. *Community Music and Drama*. Victor Talking Machine Co., Camden, N. J.
38. *The Junior Red Cross Post-War Work*. Littlefield Building, Austin, Texas.



### Kindergarten

1. *How the Kindergarten Helps the Grade Teacher.* National Kindergarten Association, 250 Madison Avenue, New York City, N. Y.
2. *Kindergarten Education.* U. S. Bureau of Education.
3. *Kindergarten Legislation.* U. S. Bureau of Education.
4. *Kindergarten Supervision in City Schools.* U. S. Bureau of Education.
5. *The Kindergarten.* Abbott. U. S. Bureau of Education.
6. *The Kindergarten Curricula.* U. S. Bureau of Education.
7. *The Visiting Teacher.* U. S. Bureau of Education.
8. *Training Little Children.* U. S. Bureau of Education.
9. *Why Should the Kindergarten Be a Part of the Public School?* U. S. Bureau of Education.
10. *Your Children and Your Children's Friends.* U. S. Bureau of Education.

### The County

1. *City and County Government.* Crowell. Extension Loan Library, University of Texas Bulletin.
2. *County Government in Texas.* James. University of Texas Bulletin.
3. *California Bulletins on County Government.* City and County Government Association, 1206 Broadway, Oakland, Cal.
4. *Suggestions for Teaching Civics in High Schools of Texas.* University of Texas Bulletin.
5. *Community Civics.* The "Outlook," beginning with the February number. "The Outlook," New York City, N. Y.
6. *The Teaching of Community Civics.* U. S. Bureau of Education. 10 cents.
7. *Texas Rural School Law.* State Department of Education, Austin, Texas.
8. *The Short Ballot; a Movement to Simplify Politics.* The National Short Ballot Organization, 383 Fourth Avenue, New York City, N. Y.

### The County Library

1. *Copy of Senate Bill No. 80.* State Library, Austin, Texas.
2. *News Notes of California Libraries.* California State Library, Sacramento, Cal.
3. *Rural School Library Equipment.* State Department of Education, Austin, Texas.

### Recreations

1. *A Fundamental Attempt at Democracy.* Playground and Recreation Association of America, Madison Avenue, New York City, N. Y.
2. *A Play for San Jacinto Night.* University of Texas Bulletin.
3. *Bibliography on Play—Stories for Children.* Playground and Recreation Association of America, 1 Madison Avenue, New York City, N. Y.
4. *Bulletin on Community Music and Drama.* Kansas State Board of Education
5. *Can the Child Survive Civilization?* Playground Association of America, 1 Madison Avenue, New York City, N. Y.
6. *Dynamic Social Forces—The Little Theatre.* Extension Service, North Dakota Agricultural College, Fargo, North Dakota. 25 cents.
7. *Iowa's School Children and Communities at Play.* Department of Public School Instruction, Des Moines, Iowa.
8. *Leisure Time—The Last Problem of Conservation.* Playground and Recreation Association of America, 1 Madison Avenue, New York City, N. Y.

9. *Neighborhood Play.* The Youth's Companion, Boston, Mass.
10. *Play and Athletics.* University of Texas Bulletin.
11. *Play and Recreation.* Extension Division, Indiana University. 10 cents.
12. *Programs for Schoolhouse Meetings.* University of Texas Bulletin.
13. *Report of Committee on Folk Dancing.* Playground Association of America, 1 Madison Avenue, New York City, N. Y.
14. *School Closing Exercises.* University of Texas Bulletin.
15. *Some Inexpensive Playground Apparatus.* Playground Association of America, 1 Madison Avenue, New York City, N. Y.
16. *Twelve Good Games, etc.* Playground Association of America, 1 Madison Avenue, New York City, N. Y.
17. *Victory Gardening.* National War Garden Commission, Washington, D. C.
18. *Wider Use of the School Plant.* Department of Education, State of Washington.

